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ABSTRACT

This manual presents guidelines for planning, monitoring, and controlling the development and operation of volunteer assistance programs. The materials included address questions related to both the process of establishing a volunteer program and the administration of a volunteer management system. The manual is not intended to provide a blueprint for establishing a specific volunteer program, but rather to offer a compilation of methods and materials that can be adapted to the differing circumstances and needs of individual school systems. Various sections of the manual offer an overview of the volunteer services system, discuss the administration of the overall volunteer services system and the management of different volunteer services subsystems, and describe models for the operation of the volunteer services system. The appendix offers guidelines for developing volunteer job descriptions and presents sample forms for training and monitoring volunteer personnel. (Author/JG)

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MANUAL
FOR A
VOLUNTEER SERVICES SYSTEM

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E.S.E.A. Title III
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TABLE OF CONTENTS

Foreword i

I.
VOLUNTEER SERVICES SYSTEM

Overview 1
A) Understanding the System 2
B) Components of the System 3
C) Organization of the System 4
D) Guidelines for the System 6
E) Coordinating the System 10

II.
ADMINISTRATION OF THE VOLUNTEER SERVICES SYSTEM

Overview 11
A) Planning 16
B) On-Going Monitoring Activities 18
C) Final Appraisal Activities 21
D) Needs Assessment 32

III.
MANAGEMENT OF THE VOLUNTEER SERVICES SUBSYSTEMS

Overview 33
A) Central Office Volunteer Programs 34
B) Building Level Operations 45
C) Central Office Personnel Operations 52

IV.
MODELS FOR THE OPERATION OF THE VOLUNTEER SERVICES SYSTEM

Overview 72
A) Recruitment 73
B) Placement 90
C) Orientation 94
D) Training 99
E) Recognition and Retention 107

V.
APPENDICES

Appendix A - Definition of Terms 112
Appendix B - Job Descriptions 113
Appendix C - Sample Forms For Monitoring and Appraisal Activities 114
Appendix D - Sample Worksheets and Forms For Building Level Operations 115
Appendix E - Sample Public Relations Materials 116
Appendix F - Sample Forms and Outline For Use in Orientation and Training Programs 117
Appendix G - Sample Educational Materials 118

VI.
OCCASIONAL PAPERS

A) Volunteer Services Management System Project - Overview 120
B) How To Face Up To Problems 124
C) Why Do Volunteers Drop Out? 129
D) Potential Problems Facing A School Volunteer Operation 133

LIST OF CHARTS

Organization of A Volunteer Services System Within A School System 4
The Volunteer Services System 10a
Process Model For Administration of the Volunteer Services System 12
Process Model For Development and Operation of Central Office Volunteer Programs 35
Central Office Volunteer Program, Responsibility/Time Chart 36
Process Model For Development and Operation of Building Level Volunteer Programs 46
School Volunteer Programs, Responsibility/Time Chart 47
Process Model For Personnel Operations Within A Volunteer Services System 53
Materials and Procedures For Personnel Operations Within A Volunteer Services System 54
Public Relations Dissemination Techniques - Their Advantages, Disadvantages and Use 83

FOREWORD

The purpose of utilizing the services of school volunteers is to make it possible for the certificated personnel to use their skills and training more effectively. The school volunteer cannot replace the classroom teacher, but the varied services performed by the volunteer under the direction and supervision of a certificated person can greatly enrich the learning experiences available to students. When the need for additional assistance exists, the effective use of volunteer help can address this need in a highly satisfactory way.

Clarifying the role of the volunteer is an essential prerequisite to seeking volunteer assistance. The line that separates the certificated person from the school volunteer can best be drawn by considering the following precepts:

Diagnosing of student needs is a professional task.
Prescribing instruction programs is a professional task.
Selecting appropriate materials is a professional task.
Presenting or teaching content is a professional task.
Counseling with students is a professional task.
Evaluating student progress and achievement is a professional task.
Initiating, determining the why, the how, the where and the when of curriculum are professional tasks.

The teacher, therefore, is the decision-maker for the implementation of the educational program: school volunteers only do those things they are directed to do. The service offered must depend on the volunteer's skills, abilities, training, interest and time. The more capable and willing the volunteer, the more involved and varied the services can be. However, the tasks generally assigned to volunteers fall into the following categories:

Instructional Services which provide valuable reenforcement or practice learning time for individual students.
Classroom Assistance which provides general supportive services performed while assisting the teacher with classroom chores, preparing materials and/or reports, or supervising or planning special programs or presentations.

Special Services which provide additional programs or services such as maintaining a library or health room that supplement or enrich classroom experiences.

Monitoring Services which free valuable teaching time or increase the amount of supervision by employing volunteer personnel.

Therefore, since the certificated personnel and the school volunteer occupy different positions which can be described in behavioral terms, confusion over "role definition" and the limitations affecting the school volunteer should not be a problem. Utilizing volunteer assistance has great potential for positively influencing the quality of education schools offer students. To effectively use the services of volunteers, however, does require some attention be given to the system or plan employed to manage a corps of working volunteers. The type of management system selected to accomplish this task depends upon a number of factors including educational needs appropriate for volunteer involvement, the size of the school system, the staff available to work with volunteers, the number of volunteers needed to accomplish specific goals, and the number of volunteers available.

The purpose of this manual is to present generalizable guidelines for planning, monitoring and controlling the development and operation of volunteer assistance programs. The materials included address questions related to both the process for establishing a volunteer program and the administration of a volunteer management system.

It is not the intent of this manual to provide a blueprint for establishing a volunteer program specific to each school system desiring one but instead to offer a comprehensive compilation of methods and materials which can be adapted to the particular administrative situation and the volunteer needs of individual school systems.

A management system cannot be defined: it can only be discussed in terms of the processes and materials of its subsystems. This manual addresses the subsystems and their operations in generalizable and adaptable models. Management system processes and materials utilized must, therefore, be applied to specific situations.

I.

VOLUNTEER SERVICES SYSTEM

Overview 1
A) Understanding the System 2
B) Components of the System 3
  School System 3
  Central Office 3
  Advisory Council 3
  Central Volunteer Programs 3
  School Volunteer Programs 3
C) Organization of the System 4
D) Guidelines for the System 6
  Policies 6
  Purpose 6
  Goals 6
  Objectives 7
  Criteria 7
  Scope of Volunteer Services 7
E) Coordinating the System 10

For further information, refer to:
Appendix A - Definition of Terms
Appendix B - Job Descriptions

I. VOLUNTEER SERVICES SYSTEM

Over the years a theme common to many school volunteer programs has been the rapid growth in numbers of volunteers. The job of coordinating volunteers by a single individual became impossible. More staff - both volunteer and paid - to manage the various operations became necessary. Although this reduced the problems momentarily, something else besides more labor became necessary.

This "something else" is the understanding and use of processes and procedures. In essence, each school volunteer program makes its own decision as to what volunteer programs will exist, related to student needs. How these programs are developed, who is responsible for the development, how the programs are implemented, when and how they are implemented depend on processes and procedures employed.

The understanding of both the content (what) and the processes (who, when, why, how) necessary for handling large numbers of volunteers is the basis for a volunteer services system.

A major operational system such as a volunteer services system is made up of subsystems and is comprised of many groups, all of which operate within the organization under certain guidelines. This section addresses itself to a general volunteer services system, its components and its organization guidelines.

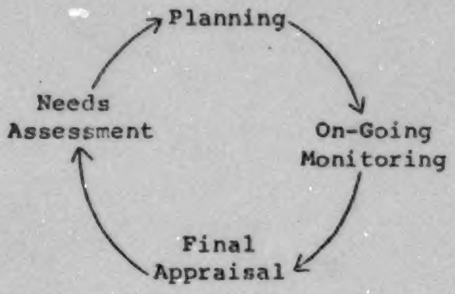
A) UNDERSTANDING THE SYSTEM

Ideally, a volunteer services system is made up of three subsystems:

the Central Office Volunteer Programs Operations
the Central Office Volunteer Personnel Operations
the Building Level Operation

The Central Office Volunteer Programs are developed according to assessed needs of students and are applicable to all schools in the school system. The Central Office Volunteer Personnel Operations houses the records and statistics, conducts the personal interviews and places volunteers. The Building Level Operations conducts the initial entry of the volunteer services system into a school wishing to use volunteers, the development of programs respective to individual school needs, the recruitment of volunteers at the local level, the training of staff in the use of volunteers. Although the jobs are specific for each, these three subsystems touch at many points of operation and are totally dependent upon one another.

To coordinate these subsystems a larger framework of planning, monitoring and controlling the entire system is necessary. This is graphically portrayed below:



The administration of such a fluid system is represented here as a circle to indicate the never-ending process of both long and short-range, general and specific planning, the on-going, continuous process of monitoring every operation within the system, the end-of-the-year appraisal of what has occurred, the assessment of what new or modified needs exist as based on the monitoring and appraisal data and so on around the circle.

Developing the built-in feedback systems within the entire volunteer services system thus becomes mandatory for continual renewal and reorganization. Decisions are based on observed and recorded data. Modifications of volunteer program content or system processes are done logically.

B) COMPONENTS OF THE SYSTEM

An ideal system for managing the services of large numbers of volunteers included five individual component parts. Depending upon the size of the school system, the number of volunteers and the degree of financial support available to the volunteer services system, these components can be appropriated, combined to meet local standards.

School System

Obviously, there must be a school system in which to operate. The system, however, may be metropolitan, urban, suburban or a single school. This manual was developed within the framework of a large, urban school system. It should be, however, generalizable enough to be adaptable to other systems as well.

Central Office of Volunteer Services

In any school system, there should be a coordinator of volunteer activities who has the responsibility for decision-making activities and for statistical reports. Without this hierarchial coordination there is no volunteer system. Specifically, a coordinator's responsibilities include:

- The coordination of the entire volunteer system within the total school system.
- The development, organization, operation, direction and evaluation of programs and services involving voluntary citizen participation.
- The reporting of factual information and appropriate specific recommendations to the school system and to the advisory council for their deliberations.

Volunteer Services Advisory Council

The coordinator of all volunteer activities should have a group of individuals representing both the school and the community, (the volunteers and the users of volunteers, organizations and businesses) to give advice and to provide a meeting ground for the representatives to recommend program modifications. This is also the ideal body to provide assistance in resource recruitment and in program development. To help service the needs of the central volunteer programs, the Advisory Council should be encouraged to create appropriate working committees: to assist in the areas such as public awareness, personnel, orientation, recognition, policies and procedures, etc.

Central Volunteer Programs

These volunteer programs address the top priority needs of students throughout the school system that can be met by the use of volunteer services. These programs are available to all schools in the system upon request. They are administered by volunteers under the direction of the coordinator.

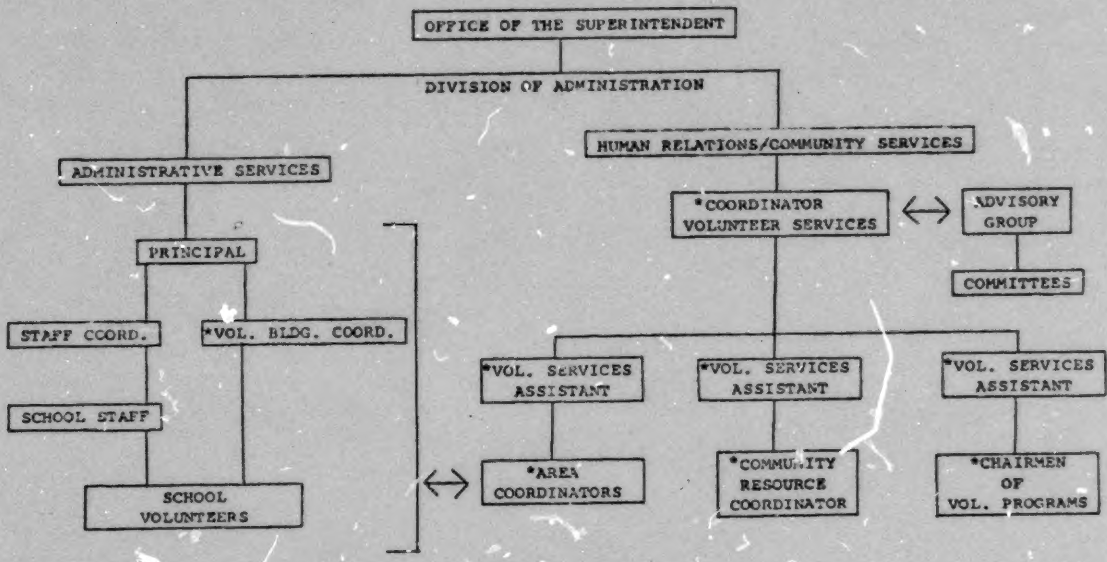
School Volunteer Programs

If the professional staff in a school decides to utilize the services of volunteers and to follow the guidelines and procedures prescribed, then their school becomes part of the school volunteer program. This decision entitles the school to the services of the central volunteer programs and to the necessary consultation and assistance in developing programs and procedures unique to the needs of that school.

c) ORGANIZATION OF THE VOLUNTEER SERVICES SYSTEM

Each school system and its structure varies as does a volunteer program, its structure and placement within the school system. Below is a representative organization chart depicting the placement of Volunteer Services under the Human Relations/Community Services arm of the Division of Administration. This chart further delineates the components of the system described in the previous section by identifying specific titles and job placement.

ORGANIZATION OF A
VOLUNTEER SERVICES SYSTEM
WITHIN A SCHOOL SYSTEM



*VOLUNTEER OR PAID POSITIONS

The chart describes the ideal relationship of the Advisory Group to the Coordinator of Volunteer Services, of the three major areas of operation within the system: Central Office Volunteer Programs, Central Office Personnel Management, Building Level Operations, and of the connection between the Central Office Operations and the Building Level Operation via the Area Coordinators.

Just as the organization chart is a model to be adapted to local specifications, the job responsibilities are also models for adaptation.

Obviously, for each box represented on an organization chart, a job description should be written that includes the type of work, the lines of responsibility, the duties of the job and the desirable qualifications for all paid and volunteer positions. Examples of job descriptions that follow the previous organization chart can be found in the appendix, including a generalizable job description for a school volunteer.

In the next section under "Scope of Volunteer Services", a listing of the type of volunteer activities is categorized under four main headings. Having specific job descriptions for each type of volunteer service would answer a number of concerns.

Within the job description of a single volunteer service, there are a number of varied tasks a volunteer can perform. Having a detailed listing of those tasks within a service provides the volunteer the opportunity to chose all or only some of the tasks the volunteer is willing to do.

This breakdown in volunteer job descriptions affords those monitoring volunteer services, including the volunteer himself, the opportunity to view if the volunteer is doing the job as described or if the volunteer is being given the opportunity to perform the job as written. It provides both the volunteer and the professional in charge a common base for understanding what the volunteer is to do.

D) GUIDELINES FOR THE SYSTEM

Also necessary for an ideal volunteer services system are guidelines under which all subsystems, components of these sybsystems and staff involved may operate. The policies, purpose, goals, objectives, criteria and scope of work that follow are generalizable examples of ideal guidelines, some of which must be adapted to the specific school system. All of the statements below are contingent upon the local Board of Education Resolutions concerning volunteer operations.

Policies

-Volunteer services must operate within the policy and constraints of the school system it serves.

-Volunteer services must be responsive to the needs of students as identified by the professional school staff.

-Volunteer services are supplemental to and complementary of the duties of the professional school staff.

-Volunteer status is offered to those persons meeting the following requirements:

  -a completed application
  -a negative prognosis TB test
  -a personal interview
  -pre-service orientation and training attendance
  -local school requirements

-Volunteer services and the acceptance, direction and termination thereof depend on the decisions of the school administrator.

-Volunteer services are available to those individual schools which need and desire them and which wish to work cooperatively with the volunteer services system.

Purpose

To provide volunteer services that contribute positively to the total learning experiences of children as requested by the professional school staff.

Goals

Education of Students

-To increase children's motivation for learning through the personal attention of volunteers.

-To supplement and enrich children's experiences beyond what is normally available in schools through the talents and resources contributed by volunteers.

-To enable teachers to devote more time to individual and professional instruction.
-To reinforce skills taught in the classroom.

School-Community Relations
-To strengthen school-community relations through positive participation for the common purpose of educating children.
-To build a better understanding of school needs and problems among citizens, thus stimulating widespread involvement in and support of the total educational process.
-To provide an opportunity for parents and other interested community members to participate effectively in a school program.

Organization of Volunteer Services
-To provide positive leadership affecting future trends and roles of volunteers in education.
-To develop a system in which volunteers are recruited, trained and placed at the request of the professional staff.

Objectives

It is not within the scope or intent of this manual to delineate specific objectives for volunteer services operating in a school system. However, precise identification of measurable objectives is essential to facilitate an evaluation process geared to a comparison of data and objectives.

Criteria

Once precise and measurable objectives are delineated, criteria should be established in order to determine whether or not the objectives are being met. Criteria can be expressed in both negative and positive terms and should be prioritized.

Scope of Volunteer Services

Instructional

-Helping to orient new students to the school.
-Assisting with one-to-one help for individual students.
-Share experience or expertise in a subject with students (community resources).

-Helping to provide meaningful educational experiences outside the school (field trips).
-Assisting with programs relating to cultural patterns and intercultural relations.
-Assisting in co-curricular programs and club activities.
-Assisting in school programs in music, art, dance or dramatics.
-Assisting in assembly programs.
-Reading stories to class or group of children.

Classroom Assistance

Assisting with classroom chores
-maintaining general appearance of the room (housekeeping).
-distributing books and supplies.
-supervising seat work.
-putting work on the board.
-collecting lunch and milk money.
-helping with inventories of books and supplies.
-assisting with decorating the room, bulletin boards and hall cases.
-obtaining designated materials for class units.

Preparing materials requested by staff
-setting up classroom materials (science table, etc.).
-making posters.
-compiling a picture file for classroom use.
-arranging interesting study areas such as reading area, science corner, etc.
-arranging instructional materials for lessons.

Providing clerical assistance
-alphabetizing, filing, typing and duplicating materials.
-grading of objective type tests.
-averaging and recording marks.
-requisitioning supplies.
-keeping attendance records.
-writing for free materials.
-keeping records of books students have read.
-preparing seating plans.
-maintaining a file of representative work of each pupil.

Assisting with classroom enrichment or special events

- -assisting with homeroom programs and activities.
- -assisting with open house or other special event programs.
- -helping with arts, crafts, music, physical education or dancing.
- -assisting with presentations involving audio-visual equipment.
- -assisting with organizing or collecting audio-visual material.
- -assisting with supervision of bus boarding, field trips, neighborhood walks, etc.

Special Services

- -Helping to provide counseling to individual students in non-crisis oriented areas, such as career guidance, educational motivation, or personal awareness.
- -assisting the school nurse in providing the school with a supervised office, in maintaining student health record files, in offering first aid, vision tests, etc.
- -Assisting with library operation during the school day, during the lunch hour or before or after school.

Monitoring Activities

- -Assisting with playground activities.
- -Assisting with lunchroom activities.
- -Assisting with special projects (art aprons, drop cloths, mixing paints, etc.).
- -Assisting with coats, overshoes, etc.
- -Assisting with bus boarding, field trips, neighborhood walks, etc.

E) COORDINATING THE SYSTEM

Within any system, there is a hierarchy of responsibilities or functions. The administrative function includes making decisions for the whole system based on sound informational feedback, making assignments and delegating responsibility. The managerial function includes receiving the responsibilities assigned by the administrators and coordinating the accomplishment of the assignments. The third function is the actual job of completing the assignment or task.

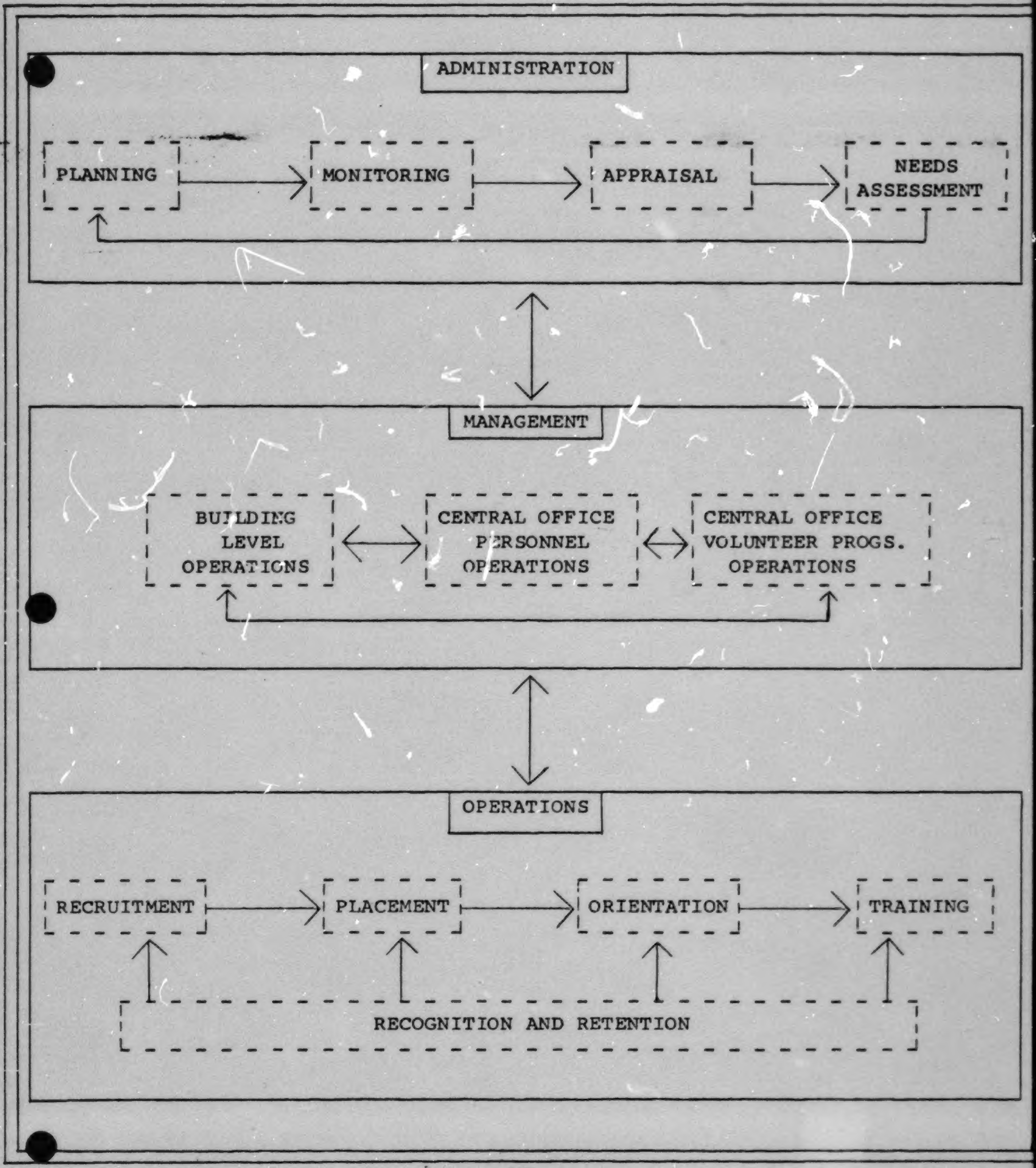
Again, depending upon the individual school system and volunteer office staff involved, the assignment of these functions vary tremendously. In one school system, the volunteer coordinator may decide what is to be done, manage the various jobs and play an active role in actually doing the designated tasks. In another, the coordinator may administer and be a manager in one field of activity but assign management responsibility in a different area. For example, referring to the Organization Chart, the coordinator is the administrator and also the manager of the Central Office Volunteer Personnel, yet has two assistants that manage the Building Level perations and Central Office Volunteer Program activities. The possible administrative combinations are many and varied, yet the fact remains that there are three constant functions: administering, managing and doing.

For this reason, the next sections of the manual are divided into three sections:

1) Administration of the volunteer services system,
2) Management of the three subsystems, and
3) Operations necessary for maintaining the whole system.

By organizing the manual in this manner, the intent is to provide the reader with the knowledge of basic levels of decision-making and the processes and procedures for accomplishing the responsibilities at various levels.

THE VOLUNTEER SERVICES SYSTEM


ADMINISTRATION
PLANNING
MONITORING
APPRAISAL
NEEDS ASSESSMENT
MANAGEMENT
BUILDING LEVEL OPERATIONS
CENTRAL OFFICE PERSONNEL OPERATIONS
CENTRAL OFFICE VOLUNTEER PROGS. OPERATIONS
OPERATIONS
RECRUITMENT
PLACEMENT
ORIENTATION
TRAINING
RECOGNITION AND RETENTION

II.

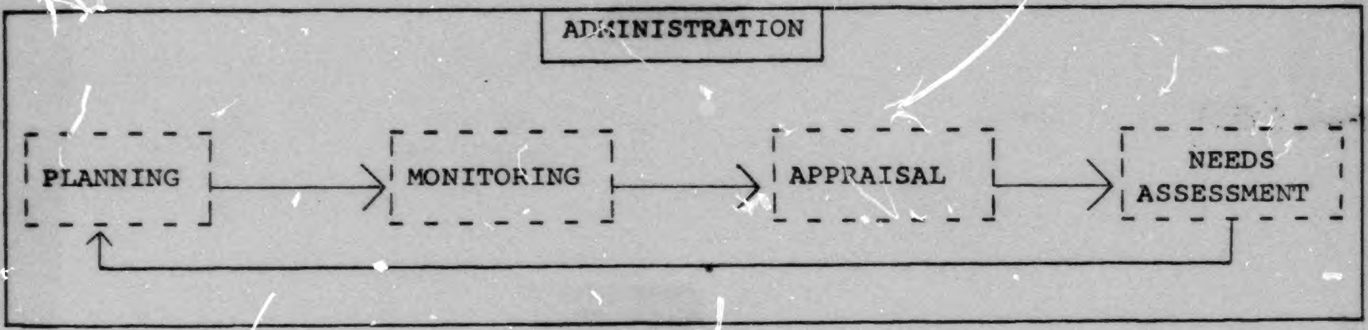
ADMINISTRATION OF THE VOLUNTEER SERVICES SYSTEM

Overview 11
A) Planning 16
  Establish Goals 16
  Describe Program 16
  Establish Judgmental Criteria 16
  Monitor Program 17
  Evaluate Program 17
  Determine New Program Direction 17
B) On-Going Monitoring Activities 18
C) Final Appraisal Activities 21
  Factors to Consider in Appraising 22
  Materials Used in Appraising 27
  Procedures for Conducting Appraisal 30
D) Needs Assessment 32

For further information refer to:
Appendix A - Definition of Terms
Appendix C - Sample Materials for Monitoring Appraisal and Needs Assessment Activities

II. ADMINISTRATION OF THE VOLUNTEER SERVICES SYSTEM

Making a decision or solving a problem is no simple matter, whatever the level of responsibility. Decisions determine a course of action, a plan. This section in its entirety deals with the process necessary for providing the administrator of a volunteer services system with the necessary information to make decisions for that system. The process is graphically outlined below:

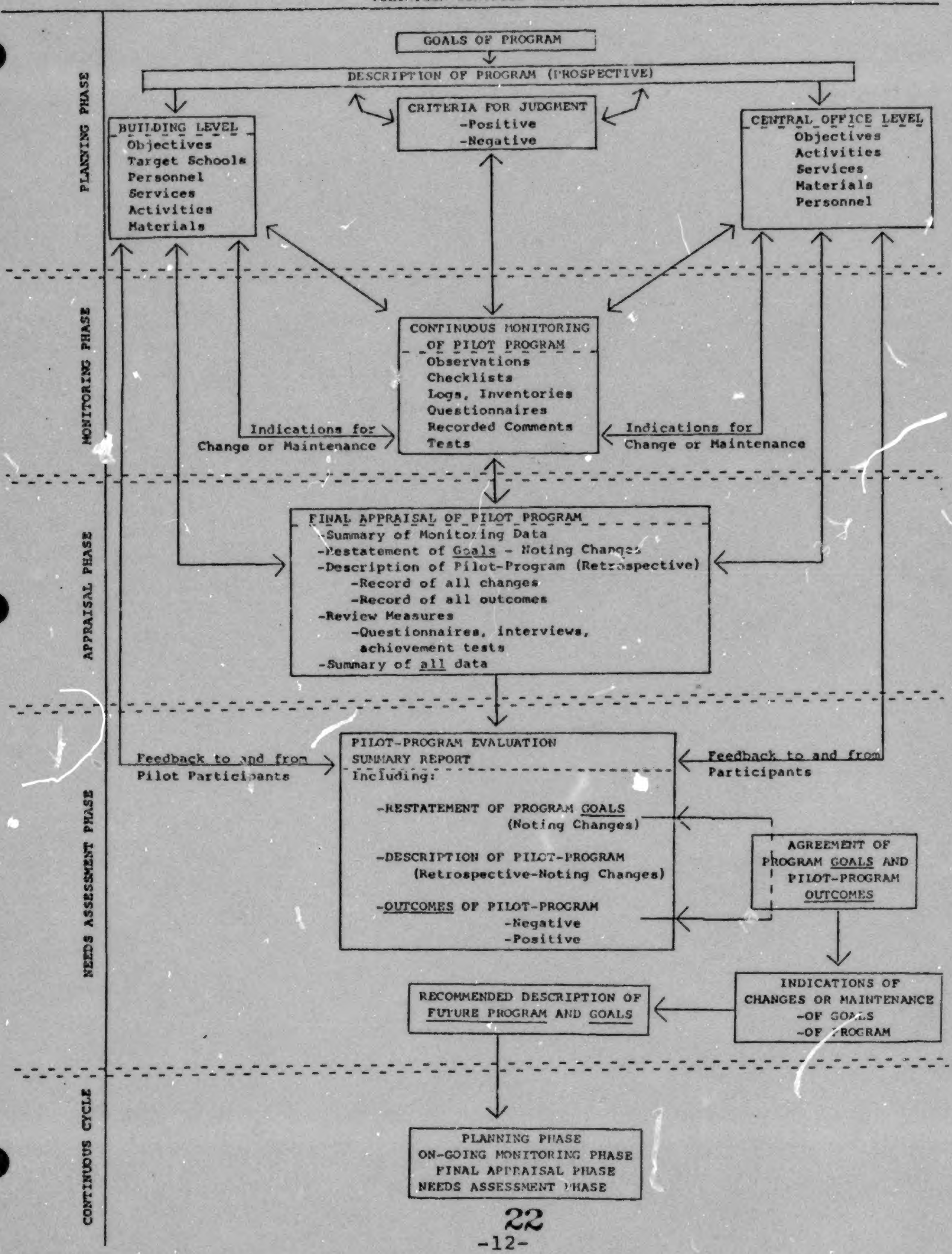


Please note that this section will deal primarily with establishing a single volunteer program. This was done simply for ease of understanding. However, the same decision-making process can be applied for decisions concerning the direction of the entire volunteer services system, or for decisions concerning only one small facet of the system, such as developing a single orientation program or developing one specific recruitment technique.

The focus, then, is not necessarily on how to develop a volunteer program but rather on the total process necessary to assure an adequate and useful feedback mechanism for needed change and redirection.

On the following page is found a detailed chart of the four phases involved in administration of volunteer program development. The narrative following refers specifically to the four phases graphically described.

PROCESS MODEL FOR
ADMINISTRATION OF THE
VOLUNTEER SERVICES SYSTEM


PLANNING PHASE
MONITORING PHASE
APPRAISAL PHASE
NEEDS ASSESSMENT PHASE
CONTINUOUS CYCLE
GOALS OF PROGRAM
DESCRIPTION OF PROGRAM (PROSPECTIVE)
BUILDING LEVEL
Objectives
Target Schools
Personnel
Services
Activities
Materials
CRITERIA FOR JUDGMENT
-Positive
-Negative
CENTRAL OFFICE LEVEL
Objectives
Activities
Services
Materials
Personnel
CONTINUOUS MONITORING OF PILOT PROGRAM
Observations
Checklists
Logs, Inventories
Questionnaires
Recorded Comments
Tests
Indications for Change or Maintenance
Indications for Change or Maintenance
FINAL APPRAISAL OF PILOT PROGRAM
-Summary of Monitoring Data
-Restatement of Goals - Noting Changes
-Description of Pilot-Program (Retrospective)
-Record of all changes
-Record of all outcomes
-Review Measures
-Questionnaires, interviews, achievement tests
-Summary of all data
Feedback to and from Pilot Participants
PILOT-PROGRAM EVALUATION SUMMARY REPORT
Including:
-RESTATEMENT OF PROGRAM GOALS (Noting Changes)
-DESCRIPTION OF PILOT-PROGRAM (Retrospective-Noting Changes)
-OUTCOMES OF PILOT-PROGRAM
-Negative
-Positive
Feedback to and from Participants
AGREEMENT OF PROGRAM GOALS AND PILOT-PROGRAM OUTCOMES
INDICATIONS OF CHANGES OR MAINTENANCE
-OF GOALS
-OF PROGRAM
RECOMMENDED DESCRIPTION OF FUTURE PROGRAM AND GOALS
PLANNING PHASE
ON-GOING MONITORING PHASE
FINAL APPRAISAL PHASE
NEEDS ASSESSMENT PHASE

The administration of program development processes within a volunteer services system consists of two separate, but inter-related evaluative phases:

- -The continuous, monitoring of volunteer programs as they progress throughout the process stages, and
- -The final, retrospective appraisal of program activities for the school year.

These two evaluative phases combined serve three important needs:

- -The need to revise and modify the programs during the planning and assimilation stages,
- -The need to determine program effectiveness at the end of the assimilation stage, and at that point,
- -The need to provide base-line data for a needs assessment in order to make decisions concerning the nature and scope of any new volunteer programs.

The premise upon which the administration design presented here rests is that educational innovations are costly - in time and money. Most innovative programs can afford the luxury of a pilot period only once. It would, therefore, be unsound to wait until the end of the pilot period to note glaring deficiencies which, through continuous revisions, could have been corrected. Hence, the continuous monitoring phase.

In many ways, monitoring of on-going activities and processes is distressingly elusive. It seems as challenging an activity as trying to capture on film the "perfect" action shot of a bird in flight or a running child. A mere fraction of a seconds delay in snapping the picture and the picture recorded is worthless.

In the same way, capturing and recording the concerns, questions, new ideas, feelings and opinions of those working with volunteers or as volunteers, must occur immediately or the thought may be lost. The purpose of the Building Level Monitoring Phase addresses the methods and procedures for capturing pertinent data at the local level as the volunteer program progresses. This information can be related to the larger volunteer services system.

It would likewise be irresponsible to allow the assimilation stage to terminate without the benefit of a comprehensive appraisal. Constructive hind-sight provides powerful data for improving educational programs. Hence, a thorough, final appraisal should occur.

Together, both phases - continuous monitoring and final appraisal - should provide ample data for developing sound, viable programs. A single volunteer program which has undergone revisions, modifications, expansion, even radical surgery in its pilot year, can provide basic data for expanding or modifying existing programs or planning new volunteer services.

This does not imply that a pilot program is transformed, intact, into the new full-scale program. It does suggest, however, that careful scrutiny of the pilot program should indicate the nature, content, scope and direction of the full-scale program which emerges. The monitoring and appraisal phases will indicate changes, omissions, expansions, pitfalls, unique outcomes, etc. It therefore should not be necessary to conduct a new full-scale needs assessment study prior to development of a new program. Most "needs" should be indicated during the monitoring and appraising of the pilot program.

The major purpose for coordinating volunteer program development with system processes is to obtain the information ultimately needed to develop a new full-scale volunteer program that meets assessed needs.

The coordination of program development consists of two parts, each serving certain specific objectives:

Continuous Monitoring Phase Objectives

- To gather and review pertinent data on a continuous or periodic basis in order to make judgmental decisions regarding the program.
- To provide a basis for making changes in the pilot program as indicated by the data.
- To provide basis for adding or deleting components of the pilot program as indicated by the data.

-To note components which cannot be changed after the pilot has begun but which should be considered before development of the full-scale program.
-To note unanticipated outcomes, both positive and negative.
-To have available base-line data prior to the conclusion of the pilot to be used during the final Appraisal Phase.

Final Appraisal Phase Objectives
-To describe and review all changes, additions, deletions, and negative and positive components of the pilot program.
-To assess the degree of agreement between the pilot program outcomes and the original program goals.
-To have available data needed to determine the future direction of the full-scale program.

Combined, these two sets of objectives pull together all those activities involved in field-testing a pilot program, a program which was developed to meet assessed needs and stated program goals. In turn, the pilot and full-scale program serve as a prototype in the development of new volunteer programs implemented on a larger scale. In essence, the planning, piloting and development of a single volunteer program serve as a prototype for the actual coordination of the entire Volunteer Services System.

A) PLANNING

Establish Goals

The first step in administering is to state the goals of the program itself, i.e. what are the positive philosophical intents of a large scale volunteer services system?

Describe Program

Next, the pilot program should be described fully prior to its implementation. Its operations on both building and central office levels should be precisely defined, including the activities, services, target population, personnel, and materials. Objectives served at each level should be stated in observable and measurable terms; i.e., consideration of the "what, when, who, where and how" of the goals. The process of describing the program involves determining the equipment, budget and manpower needed, planning the training of workers, planning check-points for evaluation of progress and making provisions for necessary changes. This step goes beyond generating the good idea. The written description of the proposed program should be complete, should indicate definite future directions and must be consistent with the overall policies and goals of the volunteer services system.

Establish Judgmental Criteria

Once the goals of the developmental volunteer program are defined, it is important and essential to determine the kinds of evidence which will indicate progress toward those goals. This is one of the most crucial steps in implementing monitoring activities; it is also one of the most difficult. Goals are often elusive and abstract, however worthy. Similarly, the criteria for judging the attainment of a particular goal or for gauging progress toward that goal may be difficult to identify. A piece of evidence may not become obvious until long after the goal has been achieved; or the evidence may be so inconspicuous at first glance that its importance goes unperceived.

Also, there may be several criteria which allow judgments concerning a single goal. Rarely do all these criteria share equal weight. Priorities must be assigned to them either on the basis of their logical importance or on the basis of more practical concerns such as facility in obtaining the evidence. It is equally important to consider that the correspondence between goals and criteria is not of necessity mutually exclusive, i.e., the same criteria may apply to different sets of goals.

One of the goals of the volunteer placement process concerns the proper placement of volunteers. There are several devices for judging whether or not the volunteer is, in fact, performing those tasks for which (s)he is best suited and from which (s)he finds the greatest satisfaction. One kind of evidence is the positive progress on the part of the child; another is a favorable appraisal of the volunteer made by the participating teacher. Both of these criteria, however, can also serve one of the goals of the volunteer training process: to provide volunteers with the skills training needed to perform their assignments effectively.

Perhaps the simplest technique for establishing criteria which relate to program goals is one which lists the goals and enumerates all possible types of acceptable evidence that these goals are being met. The inclusion of all criteria will, of course, be impossible. Those criteria which serve more than one goal ought, perhaps, to be given priority. Those of obvious importance should also be strongly considered. It is always tempting to give priority to those criteria which are relatively easy to measure. This facilitates the task of establishing criteria but does not necessarily best serve the purposes of program evaluation. No criterion should be overlooked or discarded, regardless of the difficulty involved in finding evidence for it. It is quite possible that the simple act of stating the criterion, even if impossible to ascertain, can determine and influence program direction in a positive manner.

Monitor Program (See "B" for more detail)
The fourth step, is to examine the pilot program and to compare it with the judgmental criteria. If the comparison is negative, a change is required. If it is positive, then the pilot program can continue, subject to the next periodic review at which time the same feedback process resumes.

Evaluate Program (See "C" for more detail)
Fifth, at the designated conclusion of the pilot program, all the information obtained throughout the monitoring stage becomes essential for the final evaluation of the pilot program. Once again, the program goals are stated, this time noting any changes. A description of the pilot program is given indicating the various transformations to which it was subjected. All outcomes or events, both expected and unexpected should be noted. A review, or retrospective appraisal should be conducted to gather data which were unavailable until completion of the pilot phase.

Determine New Program Direction (See "D" for more detail)
Finally, all the accumulated data from both phases should provide a basis for determining new needs and future direction when developing the full-scale program. Recommendations can be based on the agreement between pilot program outcomes and program goals (as stated at the conclusion of the pilot stage).

B) ON-GOING MONITORING ACTIVITIES

The types of activities involved in the monitoring phase of the program, are guided by the previously stated goals and criteria for judging, as well as the purposes to be served by the monitoring itself. This phase is undertaken to assist in the program development, to provide feedback information throughout the year so that changes, modifications, additions, or deletions can be made. It is a dynamic process to assist a dynamic, i.e., changing, program. An analogy may be drawn to the task of filming events occurring in a moving train from another moving vehicle. There is the dual problem of capturing on film everything that goes on in the train while at the same time keeping pace with the train itself.

The essential tool of the monitoring process is record-keeping. The recording of events as precisely as possible is the means whereby events are described and evidence of what actually transpired is gathered and eventually utilized in decision-making.

One of the goals, for example, of the Volunteer Services System is the efficient processing of requests for volunteer services. The obvious criterion for determining the effectiveness of this aspect of the program would seem to be the specification of a limited time period, a week or a month perhaps, between the request and fulfillment of the request. If requests are not satisfied within what is a reasonable period, the program developers may want to review their processing mechanism, or re-evaluate the criterion. In any case, the question involves how the managers will know how much time is actually devoted to the processing of requests if accurate records are not kept.

At the least, two dates must be recorded - when the request was made and when the request was satisfied. Ideally, other information is also desirable: the date when a search for a given volunteer was initiated, the date(s) when (s)he was given training and orientation, etc. In this way, one may learn that the snag has occurred not between the time of request and the time of recruitment, nor between recruitment and training by the central office, but during the orientation at the building level possibly resulting from insufficient personnel or inadequate facilities.

As another example, one may look at the goals concerning proper recognition of volunteers. It is true that most volunteers provide their services for reasons intrinsically their own. However, volunteer motivation is often of short duration, for perfectly valid reasons; and the program developers have grounds to believe that an external reward system such as recognition dinners, occasional media attention, service certificates, etc. help sustain those internal motives which have brought the volunteer to the school in the first place. There are two goals to consider here: (1) to increase recognition of volunteers as an expression of gratitude, and (2) to increase the retention rate of volunteers.

The criteria which indicates progress toward the first of these two goals might include the scheduling of a planned number of recognition dinners during the year, a certain number of TV spots to be aired, or weekly newspaper articles submitted for print. It may not be feasible to include all these (and other) criteria, and the problem of establishing priorities arises. Perhaps one TV spot per month indicates greater progress toward the goal of increased recognition than weekly mention in a school bulletin because of the larger audience reached. Once again, record-keeping is needed to keep track of the varied recognition activities undertaken.

To serve the second goal, that of increasing retention of volunteers, one may ask, "will the program accept as positive an increase of 10% in the retention rate over previous years or should the increase be 50%?". Other factors must also be considered here - the available volunteer resources are dependent not only upon the rate of retention but also upon the absolute number of volunteers available. 100% retention may be inadequate to meet the requests; whereas 50% retention, if there is always a large pool of new volunteers available, may serve the needs quite well. Whatever the determination, here too, records must be kept of those volunteers who sign-up, sign-in, drop out, and, sign-up again. Is the "new crop" really composed of all new volunteers, or are there some former volunteers who have elected to return included in the roles? Did returning volunteers return perhaps because of the recognition activities related to this goal? These questions can be answered quite easily just by questioning the volunteers directly, e.g., "Have you seen anything on TV about our volunteers?", "Were you influenced in any way by what you read in the newspapers about our volunteer programs?", and "How did you find out about our volunteer program?".

In addition to those criteria measures which one plans in advance, it is extremely important to be alert to information which was unanticipated or simply overlooked during the planning stage. While program developers can account for newspaper articles released by the central office, they also must notice other coverage such as letters to the editor written by grateful parents to acknowledge the services of the volunteers. Or, in noting the volunteer sign-up sheets, they should not neglect to observe the number of volunteers who no longer have children in school but who have chosen, nevertheless, to continue serving in a volunteer capacity. This one bit of information may reveal more meaningful data than much of the "expected" evidence relevant to the program goals.

These are just a few examples of the many types of evidence sought during the monitoring phase. All the evidence must be reviewed constantly - again much of this dictates precise record-keeping techniques: tallying request forms, checking attendance logs, noting boosts and barriers to success of the program (e.g. the number of requests for volunteer assistance is running way ahead of actual volunteer placements); reviewing assignment sheets, case histories (of particular problems or outstanding successes), listing suggestion box comments, etc.. When possible - whatever changes are needed should be attempted immediately; those which must wait until the following year must be noted and reasons for postponing change validated; the effects on other aspects of the program due to the inability to make that change promptly must also be considered.

C) FINAL APPRAISAL ACTIVITIES

Volunteering should be an important part of the total educational program of a school and should produce results which affect students, staff and volunteers positively. The appraisal process is a way of rallying people and resources to focus on the objectives and activities of volunteer services and to stimulate cooperative action in making decisions for the improvement of volunteer services.

Prior to conducting the appraisal phase, all persons involved in administrative and managerial jobs must determine:

-The purposes the evaluation is to serve.
-The limitations that will be placed on the evaluation process.
-The volunteer program objectives and program activities that will be evaluated.
-The kinds of information needed and by what means the information will be collected. Examples: using interviews, checklists, questionnaires, etc..
-The organization and reporting format of information, judging the adequacy of the attainment of the volunteer program objectives and the performance of the volunteer services.
-The recommendations for future action.
-The recommendations for action that should be taken to accomplish those purposes which had been established for conducting the volunteer program appraisal.

The major purpose of the appraisal process is to provide useful information to decision-makers at all levels; i.e., in the individual school buildings, in the central office volunteer programs and for the volunteer services system.

Appraisal materials should meet the following criteria:

Relevance - Information should relate to decisions and meet certain defined, outlined and established purposes. Example: To find out the temperature of a room, you wouldn't look at the clock.

Credibility - The appraisal process should elicit the best information; i.e., information must relate to quality of trust or belief.

Reliability - The appraisal process should provide consistent data; i.e., if new data were gathered, would the findings be the same?

Timeliness - Data should be received by decision makers at the appropriate time; i.e., well before a decision must be made.

Scope - The range of information must be as broad and as inclusive as is realistically possible. It should adequately cover the pertinent aspects of that which is being evaluated.

FACTORS TO CONSIDER IN APPRAISING VOLUNTEER SERVICES AND PROGRAMS

In order to acquire all the necessary information so as to be able to effectively assess volunteer services and programs, several elements should be considered. The appraisal can focus on one or all areas:

Quality of Performance by Volunteers

- Does the volunteer fulfill prescribed commitment of time?
- Is the volunteer dependable?
- Does the volunteer carry out the responsibilities listed in the job description?
- Does the volunteer show capabilities for carrying out job description responsibilities?
- Does the volunteer show willingness to assume additional responsibilities?

Effectiveness of Volunteer

- Is the volunteer placed in an assignment appropriate to her/his capabilities?
- Is the volunteer assignment consistent with the appropriate volunteer job descriptions?
- Have assignments and directions been clearly understood?
- Have assignments and directions been effectively carried out by the volunteer?
- Did the orientation and training received by the volunteer adequately prepare her/him for the job required?

Volunteer Satisfaction

-What are the conditions under which the volunteer works? (Indicate both positive and negative conditions affecting performance.)
-What is the rate of turnover for volunteers?
-What are the reasons for volunteer turnover?
-What is the morale of the volunteer?

Volunteer-Student Relationships
Volunteer-Teacher Relationships

-Does the volunteer work well with students and staff?
-Does the volunteer know to whom to report when there are problems?

Staff Acceptance

-Does the volunteer program have the complete support and approval of the administration and staff?
-Does the entire staff understand why volunteers are being used?
-Are all staff members familiar with the ways in which volunteers are being used?
-Are all staff members familiar with the areas to which volunteers are being used?
-Does the staff understand what they should expect of volunteers?
-Do staff members realize what volunteers expect of them?
-Are staff responsibilities in regard to the volunteer program clearly defined?
-Is staff time needed for maintaining a volunteer program taken into consideration?

Recruitment

-How was the volunteer recruited?
-What did the initial interview include?
-How was the interview conducted?
-What expectations existed on the part of the volunteer at that time?
-Do you know how and where your volunteers will be used before you start to recruit?
-Are you able to recruit the types of volunteers you need?
-Do you make known your volunteer needs through:
    -Brochures?
    -Newspaper articles?

    - Radio and TV announcements?
    - Talks to groups?
    - Come and see tours?
- Do you use a variety of sources for obtaining volunteers:
    - Your staff members?
    - Friends of your volunteers?
    - Neighborhood people?
- Have you tried using new volunteer sources as they become available?
    - High school students?
    - College students?
    - Retirees?
    - Church groups?
    - Club groups?
    - Employed men and women?
- Would you consider any adjustment of your program to accommodate:
    - Hours that present day volunteers have available.
    - Particular services or skills that individuals or groups of volunteers may have to offer?

Interviewing and Placement

- Is the interviewer a specially designated and qualified member of the staff - or of the Volunteer Services Office?
- Do you allow sufficient time and privacy for a thorough, unhurried interview?
- Are your application forms designed to furnish useful information?
- Do you try to discover the volunteer's particular capabilities, interests and experience - and offer jobs which are commensurate with these?
- Are the volunteer's wishes - and aversions - as to placement given consideration insofar as possible?
- If the particular service a volunteer wishes to perform cannot be used, do you offer a reasonable explanation and try to substitute other services which are needed and may prove equally interesting?
- Have you created clear job descriptions which are meaningful and reasonable?
- When volunteers are assigned to a specific job, do they know:
    - What they are to do?

    - How many hours they work?
    - What equipment to bring?
    - When, where and to whom to report?
    - What additional training is required?
- Is the importance of continuity of service in situations where the volunteer is working directly with students and staff stressed?
- Do you discuss a termination date for a specific assignment?
- Do you leave a volunteer free to refuse an assignment?
- Have you the ability to turn down a volunteer who is obviously unsuitable?

Orientation and Training

- Are time and personnel for the orientation of volunteers included in planning for your volunteer program?
- Do all volunteers working in your program understand why the job they are doing is necessary and how it fits into the total progress picture?
- Are they given a place to work and to keep their belongings?
- Are they introduced to staff members and volunteers with whom they will be working?
- Do your volunteers know what is expected of them as to:
    - Performance?
    - Appearance?
    - Behavior?
    - Confidentiality?
    - Attitude towards students and staff?
- Is it possible to differentiate between the role of the volunteer and the role of the staff person?
- Do you acquaint volunteers with the facility's total setting and with names of the various staff members with whom they might be working?
- Are your volunteers sufficiently informed as to the overall purpose, program and philosophy that they may discuss these intelligently with their families and friends?
- Do you give the volunteer an opportunity to acquire the skills needed for a particular assignment through:
    - Formal training programs?
    - Consistent on-the-job training?

-Do you keep the orientation process from becoming stagnant through:
  - -Periodic volunteer meetings?
  - -Discussion sessions?
  - -Invitations to pertinent workshops?
  - -Suggested reading material?

Communication and Supervision

-Is the chain of command in your volunteer program clearly established?

-Do your volunteers know to whom they are immediately responsible?
  - -To report to for work?
  - -To turn to for help and advice?
  - -To call when unable to be present?

-Do volunteers know how to contact their volunteer chairperson?

-Is an experienced person always available to work with new volunteers and show them what to do?

-Do you keep track of how volunteers are getting along in their jobs?

-Do you inform the volunteer who is doing well that this is so?

-Is an attempt made to help the volunteer who is not doing well by building interest, increasing skills, instilling confidence?

-Are the channels of communication always open between you and your volunteers?

Adequacy of Volunteer Services and Materials

-Do you recognize that inaccurate placement may be the cause of unsatisfactory performance and try to give volunteers another opportunity to use their skills more productively?

-Are your volunteers given a chance to change from one type of service to another, to learn new skills, to assume positions of greater responsibility?

-Do volunteers feel free to terminate their services after a reasonable length of time?

Recognition

-Do you make a point of saying "thank you" to your volunteers:
  - -Informally and personally - on a day-to-day basis?

    - Formally and publicly - in the presence of fellow workers, staff, family and friends?
- Are your volunteers identified in any way while on the job?
    - Badges?
    - Uniforms?
- Have you developed your own system of awards?
    - Certificates?
    - Pins?

Merits of the Volunteer Program

- Does your total plan for operation include a periodic examination of the services of the volunteer program?
- Do you evaluate the program in which they work as well as the performance of the volunteer?
- Are volunteers an asset to the educational setting in the sense that they have:
    - Enriched the existing school program?
    - Make possible the extension of services to students?
    - Made possible the inauguration of new services for students?

New Ways the Volunteer Program Contributes to Education

- If your volunteers appear to be a liability, have you considered any new approaches which might convert them into assets?
- Do staff and administration - as well as the volunteers themselves - participate in appraising the benefits received by students?

MATERIALS USED IN APPRAISING VOLUNTEER PROGRAMS

Data can be gathered by various means. Some of these are listed below:

Types of Materials

- Written questionnaire
    - Open-ended responses
      Brief essay response. Sentence completion.
      Example: What new things would you like to have happen in the volunteer services program

next year (essay response) Sentence completion - I would like the following new things to happen in the volunteer services program next year______________________________________.

-Multiple choice responses
A structured set of answers provided, requiring the respondent to choose one or more. Example: Circle the description(s) which best applies to your volunteer:
1) patient 2) bossy 3) punctual 4) cooperative

-Preferred choice responses
Selection of one or more responses among several possibilities. Example: Make a choice in each of the following statements and check your choice: I would rather work
1) in a classroom or 2) outdoors
1) with elementary school children or
2) secondary school children
1) with regular students or 2) with exceptional children

-Scaled response
A statement of question followed by a set of responses. Example: Circle appropriate response: Does the volunteer complete assigned hours? 1) always 2) most of the time 3) occasionally 4) never

-Interview
The interview may be open and free flowing or highly structured with questions prepared in advance and an established agenda closely followed:

-Total group interview
Discussion during which questions are raised discussed by all participants. Example: Should volunteers be provided with group accident/health insurance? Discussion and consensus include:
- -all volunteers
  and/or
- -all building principals
  and/or
- -all central office staff

-Small group interview
A smaller combination of people who are brought together for discussion as representatives of a larger group. Example:
  - -principals only
  - -volunteer chairpersons only
  - -volunteer services coordinators only

-Key informant
Gathering data from one or more individuals who can give you accurate views on what the others from the group they represent would in the discussion. Example: Principal
Example: Are volunteers in your building satisfied with their job assignments?

-Each individual
Each person is interviewed and answers questions himself. Example: Are you satisfied as a volunteer working in this building?

-Observations
Subjective observations of activities made with or without instruments or specific focuses.

-Individual: personal observation
Example: visiting classroom.

-Other: Individual gives observation instructions to someone else who does the observing.

-School records
Inventories, office figures, etc.

Selection of Materials

When selecting means for collecting data, those involved in evaluating need to keep in mind the kind of information needed and the possible effects of trying to get that information in a particular way before working through the following questions as part of the data gathering effort:

-Respondent related criteria
  - -What will the reaction of the respondent be to a question asked in this way?
  - -Will the question have the same meaning to those reacting as it does to the developer?
  - -Is the question stated clearly so that it will be answered the same way each time?

    - Will the response be what the respondent actually feels or will the response be what the respondent thinks the inquirer wants to hear?
- Analysis related criteria
    - What is the size of the group to be evaluated?
    - How much time will it take for the evaluation?
    - How much cost is involved in this evaluation?
    - How will the data be processed?

PROCEDURES FOR CONDUCTING THE APPRAISAL

The process of providing information to strengthen volunteer services should be clearly established. The following are directions to be determined after exploring the criteria to be used in the appraisal process:

Decision Factors - Why is the information needed? From the beginning of the program, checklists should be built into each area of concern and periodic review made to determine change or continuation.

Problem Identification - What questions exist and what information is needed to answer them?

Source of Information - Examples:

- Teachers' opinions regarding the feasibility of using volunteers in the classroom.
- Student attitudes toward volunteers in the school and classroom.
- Expert judgment as to worth of volunteer services and activities developed.
- Information available through daily logs, building inventory or office records.

Obtaining Information - Refer to Appendix "C"

Schedule

- Decide how much time will be involved in the appraisal.
- Determine deadlines to be met related to when decision makers need data.

Analysis of Results - Analysis of information should be appropriate to the type of questions asked and the nature of responses obtained. Before applying statistical procedures, one should consult with appropriate references or personnel.

Reporting Information - After delineating information needs, preparing a detailed plan for obtaining information to meet those needs and devising the plan for providing information, reports must be prepared and disseminated to the appropriate audience (decision-makers). Providing information is a continuous activity, and the timing and frequency of reporting should be dictated largely by the decisions being faced. The appraiser should be concerned with the effectiveness of the information provided.

- The form of reporting may be dictated by the target audience and the need for interaction between decision makers, appropriate or effected audiences and the appraiser(s).
- The plan for reporting should include:
    - Identification of the audience who will receive the report.
    - Enumeration of information will be required in the report and the level of detail of information the report will provide the audience.
    - Means of reporting data whether formally or informally, i.e., a report to be published (written) or a report which will be disseminated to the audience orally.
- The use of feedback from the appraisal process will probably determine the description of the reporting mode.

D) NEEDS ASSESSMENT

The incorporation of new needs and new ideas for the redesign of the pilot program is based on the combined data collected in the monitoring and appraisal phases. However, as stated earlier, it is suggested that the accumulated data from the pilot program evaluation serve as a basis for determining needs associated with the next step in the project, namely the development of a full-scale volunteer services system. For the pilot evaluation to be utilized in this manner, both phases (Monitoring and Appraisal) should be completed shortly after completion of the pilot phase. A summary report should be made available to all participants in the pilot program. Their reactions, comments and suggestions can serve as useful additional data in the development of the full-scale program.

The best-laid plans are always subject to further perfection. The most useful solutions to problems are often offered by people whose views have heretofore been ignored or simply not sought. Every attempt should be made to allow all those involved with a developmental program, both directly and indirectly, to express their opinions and to offer suggestions.

Some new ideas and suggestions for change within the program will become apparent with the results of the monitoring activities. Other changes may be suggested by teachers, administrative staff, parents, volunteers, etc.. Any input should be recorded. The phone call to a principal's office should be transcribed onto a suggestion sheet. The volunteer who has a "better idea" should be asked to record it on a suggestion sheet. The student who "gripes" to his teacher or parents about a volunteer activity should be aware of the opportunity to register his ideas - again, by filling out a suggestion sheet. Gathering participants' ideas and suggestions must be undertaken in a simple and direct way and must not appear to be at all threatening to the participants. The best suggestions can often emerge from unhappy complaints if the complainant feels free from reprisal and if every version of the situation is considered.

Every opportunity to elicit participant suggestions should be encouraged: staff meetings, lunch room exchanges, perhaps a "hot-line" telephone number where teachers and volunteers might phone in a problem, a suggestion box near the attendance sheet, etc.. Constant review of these sources of input must be made to note their urgency, frequency, and their relevance to the continuation or modification of the program as it evolves throughout its developmental phase.

III.

MANAGEMENT
OF THE
VOLUNTEER SERVICES SUBSYSTEMS

Overview 33
A) Central Office Volunteer Programs 34
  Assess Climate and Identify Need 37
  Planning Stage 37
  Assimilation Stage 40
  Review Stage 43
  Decision and Revisions 44
B) Building Level Operations 45
  Introductory Stage 48
  Planning Stage 48
  Assimilation Stage 51
  Review Stage 51
C) Central Office Personnel Operations 52
  Methods for Compiling and Retrieving Information from Data Processing 55
  Sample Materials for Personnel Operations 57

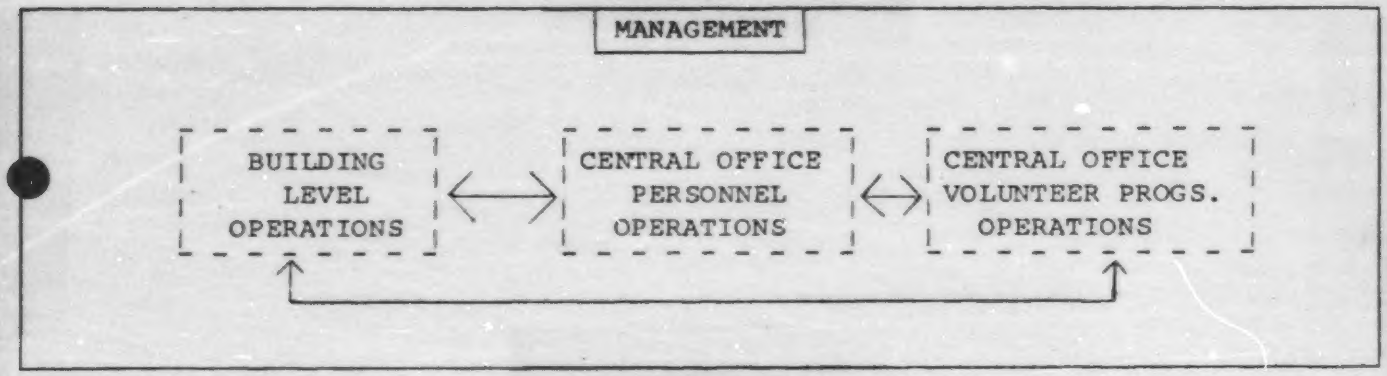
For Further Information refer to:
Appendix D - Sample Worksheets and Forms for Building Level Operations
Appendix G - Sample Educational Materials

III. MANAGEMENT OF THE VOLUNTEER SERVICES SYSTEM

For purposes of this manual, three areas of management within the volunteer services system have been described.

Central Office Volunteer Programs Operations
Building Level Operations
Central Office Personnel Operations

As previously indicated, however, one person may be in charge of more than one area of management. This depends on the personnel, time and financial resources available to the school volunteer operation and their allocation.


MANAGEMENT
BUILDING LEVEL OPERATIONS
CENTRAL OFFICE PERSONNEL OPERATIONS
CENTRAL OFFICE VOLUNTEER PROGS. OPERATIONS

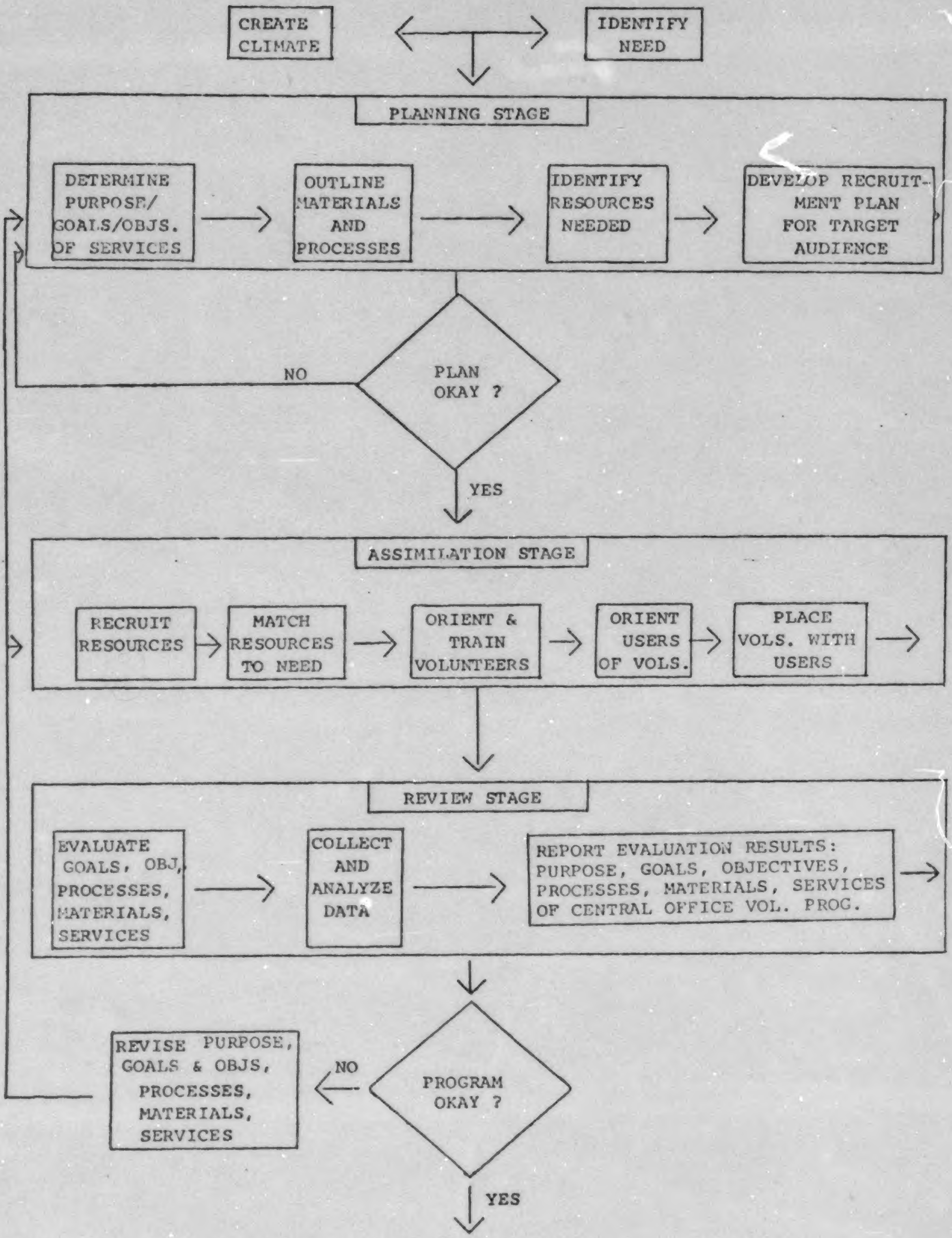
A) CENTRAL OFFICE VOLUNTEER PROGRAMS

The development, operation and supervision of Central Office volunteer programs depends on identifying prioritized needs for volunteer assistance. This can be accomplished by conducting a needs assessment.

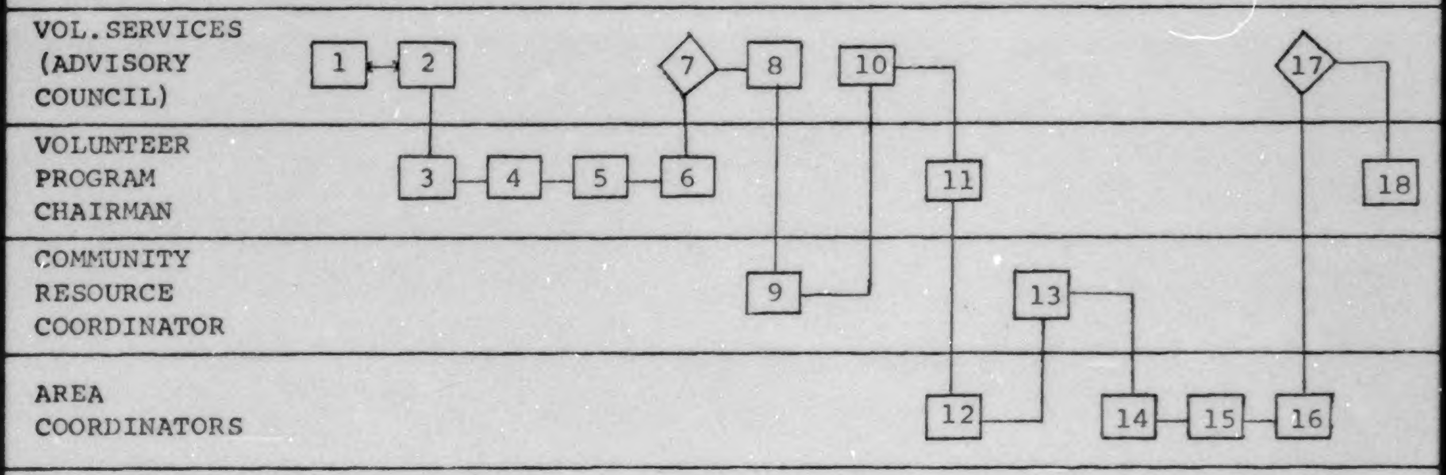
The accompanying charts depict the steps involved in developing and operating a Central Office volunteer program and identifying the people responsible for the various tasks. The specific personnel job descriptions may be found in Appendix "B".

This section outlines the necessary steps. For further details on any of these steps, refer to Chapter IV.

PROCESS MODEL
FOR DEVELOPMENT AND OPERATION
OF
CENTRAL OFFICE VOLUNTEER PROGRAMS


CREATE CLIMATE
IDENTIFY NEED
PLANNING STAGE
DETERMINE PURPOSE/ GOALS/OBJS. OF SERVICES
OUTLINE MATERIALS AND PROCESSES
IDENTIFY RESOURCES NEEDED
DEVELOP RECRUITMENT PLAN FOR TARGET AUDIENCE
PLAN OKAY ?
NO
YES
ASSIMILATION STAGE
RECRUIT RESOURCES
MATCH RESOURCES TO NEED
ORIENT & TRAIN VOLUNTEERS
ORIENT USERS OF VOLS.
PLACE VOLS. WITH USERS
REVIEW STAGE
EVALUATE GOALS, OBJ, PROCESSES, MATERIALS, SERVICES
COLLECT AND ANALYZE DATA
REPORT EVALUATION RESULTS: PURPOSE, GOALS, OBJECTIVES, PROCESSES, MATERIALS, SERVICES OF CENTRAL OFFICE VOL. PROG.
PROGRAM OKAY ?
NO
REVISE PURPOSE, GOALS & OBJS, PROCESSES, MATERIALS, SERVICES
YES

CENTRAL OFFICE VOLUNTEER PROGRAM
RESPONSIBILITY/TIME CHART


VOL. SERVICES (ADVISORY COUNCIL)
VOLUNTEER PROGRAM CHAIRMAN
COMMUNITY RESOURCE COORDINATOR
AREA COORDINATORS
1
2
7
8
10
17
3
4
5
6
11
18
9
13
12
14
15
16

TASK

1) Assesses climate
2) Identifies need
3) Determines purpose, goals and objectives of volunteer program
4) Outlines and develops materials and processes
5) Identifies needed resources
6) Developes public relations materials
7) Approves plan for volunteer program
8) Recruits volunteers
9) Interviews and screens volunteers
10) Orients volunteers
11) Trains volunteers
12) Orients users of volunteers
13) Places volunteers with users
14) Evaluates purpose, goals, objectives, processes, materials, services of volunteer program
15) Collects and analyzes data
16) Reports findings
17) Determines continuation, expansion, modification or elimination of central office volunteer program
18) Revises as determined

Most of these represent activities which could but do not necessarily involve meeting time.

I) ASSESS CLIMATE AND IDENTIFY NEED

Before beginning to plan a centralized volunteer program available to individual schools, the coordinator of volunteer services needs to assess the climate of the school system and the community for using volunteers in schools and to identify the schools' needs for proposed volunteer service. The coordinator of volunteer services may wish to seek input from appropriate volunteer services advisory committees and chairmen of central office volunteer programs as well as from the feedback-monitoring mechanism built into the management system.

This assessment is the basis for the central office volunteer service decisions concerning implementation of new programs, continuation, expansion of existing programs, investigations for extensions of volunteer services and development of better school/community rapport.

II) PLANNING STAGE

A) Determination of Purpose, Goals and Objectives

1) Brief statement of the program purpose

2) Statement of generalizable goals

3) List of specific performance objectives which help to promote meaningful evaluation:

    a) What need the program will meet (i.e. teach children ceramic techniques)

    b) What must a volunteer do to fulfill this need? (i.e. appear, bring supplies or request them, impart skill)

        - c) What must volunteer management system do to meet need (i.e. process teacher request, match teacher and volunteer)

- B) Development of materials and processes essential to volunteer operations
    - 1) Manual for potential volunteers including:
        - a) Detailed job description for each position
        - b) General school policies volunteers should know
        - c) Instructions concerning the relationship of roles between the volunteer and certified staff
        - d) Administration of volunteer system, enabling the volunteer to see lines of responsibility, to know whom to contact when a problem occurs, etc.
        - e) List of volunteer responsibilities and rights
        - f) Health requirements for the volunteer
        - g) Detailed information explaining volunteer programs available to schools
        - h) Map of Columbus school locations, parking areas, phone numbers
        - i) Legal ramifications affecting volunteers
            - (1) tax breaks - cost of transportation, reasonable costs for meals and lodging, use of personal auto
            - (2) personal liability in case of injury to volunteer or child

2) Guidebook for teachers using volunteer services including:

    a) List of all volunteer and materials resources

    b) Volunteer request forms

    c) Instructions for the most effective use of the services of a volunteer, including both personal and student preparation suggestions

C) Identification of Needed Resources

1) Management system

    a) Personnel necessary to recruit, train and supervise volunteers

    b) Information necessary for centralized record-keeping and decision-making

    c) Developed materials and supplies

    d) Provisions for monitoring and evaluation

2) Volunteer Personnel

    a) Numbers necessary

    b) Skills and talents necessary

    c) Training necessary

    d) Feedback mechanism

3) Monetary requirements

    a) Salaries, office supplies, telephone

    b) Supplies for volunteers to use

    c) Incentive payments for volunteers (parking fees, babysitting, transportation, recognition, lunch)

    d) Orientation and training expenses (room rent, paper, printing, rented films, instructors, coffee)

D) Development of Public Relations Materials

1) Media

a) Newspaper - city, local

b) Television

c) Radio

2) Direct mailing

3) Posters

4) Brochures - flyers

5) Newsletters

6) Word of mouth

7) Open house

8) Speakers Bureau

9) Out-door advertising

III) ASSIMILATION STAGE

A) Recruitment of Volunteer Resources

1) Sources from which volunteers may be recruited

a) Individuals (each one bring one)

b) Community - neighborhood

c) Organizations, clubs, agencies and unions

d) Business, industry, universities and colleges

e) Retired senior citizens

f) Students - elementary, junior high, high and college

2) Recruitment procedures

a) Determine the needs of the school volunteer program

b) Define goals

c) Determine audience

d) Determine resources

e) Determine media

f) List priorities

3) Volunteer Retention Suggestions

a) Newsletter to volunteers and teachers spotlighting the unique, the positive, the interesting volunteer activities

b) Badges, name tags or smocks to identify volunteers

c) Positive, continuous reinforcement from teacher and principal in school where volunteers perform their services

d) Formal recognition programs, banquets, coffees, teas, receptions

e) Achievement certificates

B) Volunteer Selection - matching resources to need

1) Application form

2) Interview of potential volunteer

3) Screen and categorize interviewed volunteers for established programs and needs

C) Orientation and Training of Volunteers

1) General orientation

a) Overview of volunteer system

b) Review of volunteer handbook

c) Overview of operation of school system

d) Principles of child development

e) Reading suggestions

2) Pre-service training for volunteer duties

a) Continuing volunteers relating experiences and expertise

b) Teacher works with volunteer

c) Experts from the school system or community provide instruction

3) Continuous training and monitoring

a) Observations of volunteer at work by teacher, principal, volunteer building coordinator, area coordinator, volunteer program chairman. Change or improvement suggested if needed

b) Periodic retraining or enrichment workshops throughout the year

D) Orientation of Users of Volunteers

1) Methods for educating users of volunteers

a) Regularly scheduled staff meetings

b) Special workshops

c) In-service training courses

d) Newsletter articles

2) Information provided

  - a) Roles volunteers can fill to assist teachers
  - b) Ways teachers can support and improve the volunteer system (i.e. preparing students for volunteer presentation, greeting and appreciating volunteers, following with thank yous and constructive criticism)
  - c) Teachers' role in evaluation process
- 2) Supplemental methods
  - a) Periodic re-orientation for staff according to need
  - b) Special sessions to train teachers and volunteers together

E) Placement of Volunteers with Users

- 1) Processing of teacher request
- 2) Assignment of volunteer according to service capabilities, hours available and area of city in which volunteer will serve
- 3) Confirmation
  - a) Notify teacher of volunteer's name, phone, skills and talents and training needs
  - b) Notify volunteer of assignment, including school location, school phone, location of parking facilities, etc.

IV) REVIEW STAGE

A) Evaluation of program purpose, goals, objectives, processes, program materials, services

Many vital volunteer programs or materials are the result of analyzing and evaluating services or materials already in existence. This process of studying that which is currently in use and appropriately altering or restructuring materials or programs can be a most valuable activity. If data supports the continued need for the service or item being studied, program planners should begin the revision by conducting a careful appraisal. (For sample forms see Appendix "C")

1) Periodic evaluation
    a) Public relations materials and processes
    b) Recruitment plan
    c) Interviewing and screening processes
    d) Orientation and training processes
    e) Placement of processes
1) Year-end evaluation
    a) Program processes
    b) Program materials
    c) Communication processes
    d) Services provided by volunteer program
    e) Services provided by volunteers in that program

B) Collection and analysis of data
    1) At area coordinator level
    2) At volunteer program level

C) Report of Services, Processes, Materials

D) Comparison of purpose, goals, objectives to evaluation data

V) DECISION AND REVISIONS

When the evaluation data has been compiled and analyzed, the information is forwarded to the coordinator of volunteer services. From this study of the evaluation report, the coordinator of volunteer services, with appropriate consultation with the advisory council and chairmen of volunteer programs, must make pertinent decisions concerning the continuation, expansion, modification or elimination of central volunteer programs surveyed.

B) BUILDING LEVEL OPERATIONS

The organization, processes and materials described in this section provide for the operation of volunteer services in individual school buildings.

This level of operation falls within the volunteer services system, sharing many of the same volunteer programs if deemed appropriate to the individual school and following logically the same processes.

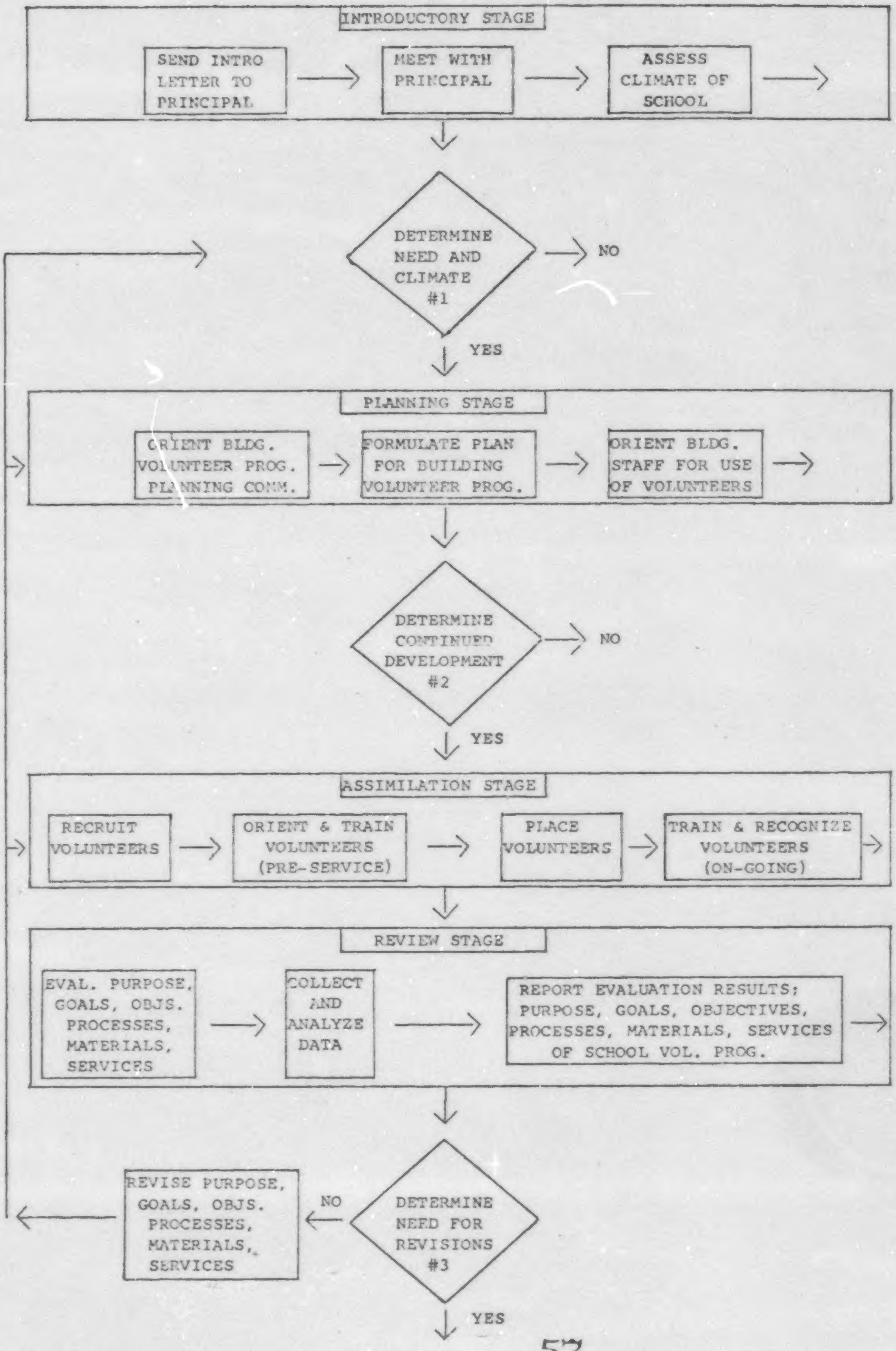
Within the volunteer services system, the building level operations offer the flexibility of the one-to-one contact with the individual school, the ability to develop programs which meet the particular needs of individual schools may vary from the priority needs of the total school system, and the opportunity to offer personal consultation and assistance to those who can use them most -- the members of the school staff.

The accompanying charts depict the steps in developing and operating a building level program, the persons responsible and the approximate time required. Specific job descriptions may be found in Appendix "B". Operational processes and procedures may be found in Chapter IV.

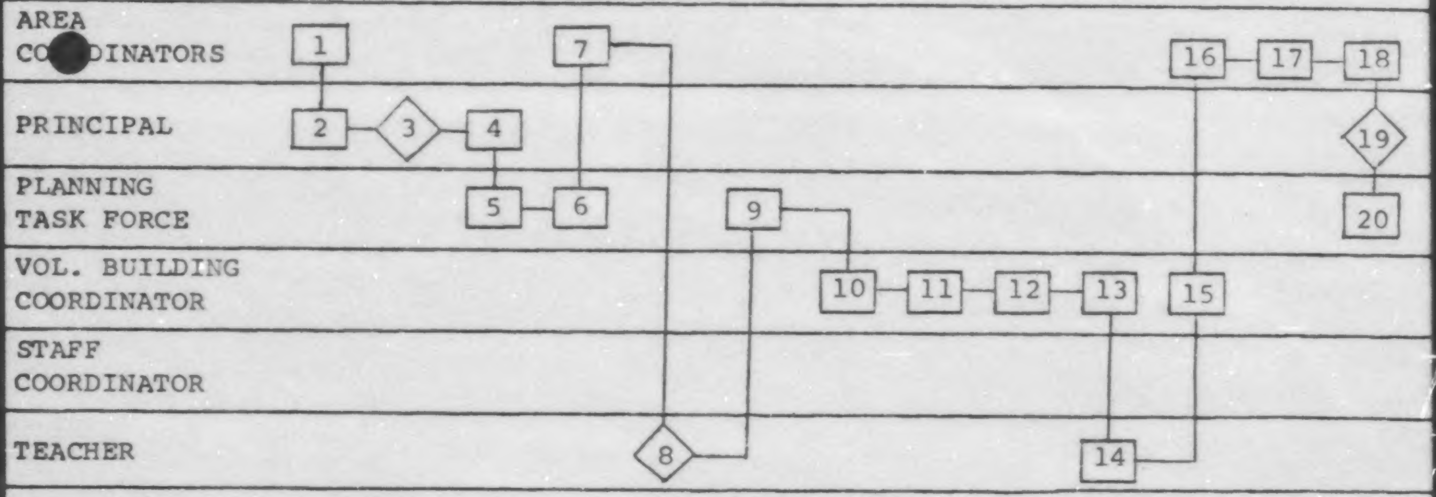
Thorough orientation and training of staff for effective use of volunteer assistance is essential. Teachers need to be aware of (1) the positive educational benefits available through utilizing the services of school volunteers, (2) the types of volunteer help which are available through central office based programs and which are possible through teacher delegation of tasks to the classroom volunteer, and (3) the responsibilities of the teacher in charge in the areas of orientation, training, supervision and appraisal of volunteer services.

Through careful pre-planning, the school staff may plan a volunteer program tailored to the needs of students in the individual building and can prepare to use the services of volunteers effectively in the classroom and/or school setting.

PROCESS MODEL
FOR DEVELOPMENT AND OPERATION
OF
BUILDING LEVEL VOLUNTEER PROGRAMS


INTRODUCTORY STAGE
SEND INTRO LETTER TO PRINCIPAL
MEET WITH PRINCIPAL
ASSESS CLIMATE OF SCHOOL
DETERMINE NEED AND CLIMATE #1
NO
YES
PLANNING STAGE
ORIENT BLDG. VOLUNTEER PROG. PLANNING COMM.
FORMULATE PLAN FOR BUILDING VOLUNTEER PROG.
ORIENT BLDG. STAFF FOR USE OF VOLUNTEERS
DETERMINE CONTINUED DEVELOPMENT #2
NO
YES
ASSIMILATION STAGE
RECRUIT VOLUNTEERS
ORIENT & TRAIN VOLUNTEERS (PRE-SERVICE)
PLACE VOLUNTEERS
TRAIN & RECOGNIZE VOLUNTEERS (ON-GOING)
REVIEW STAGE
EVAL. PURPOSE, GOALS, OBJS. PROCESSES, MATERIALS, SERVICES
COLLECT AND ANALYZE DATA
REPORT EVALUATION RESULTS: PURPOSE, GOALS, OBJECTIVES, PROCESSES, MATERIALS, SERVICES OF SCHOOL VOL. PROG.
REVISE PURPOSE, GOALS, OBJS. PROCESSES, MATERIALS, SERVICES
NO
DETERMINE NEED FOR REVISIONS #3
YES

SCHOOL VOLUNTEER PROGRAMS
RESPONSIBILITY/TIME CHART



TASK	OPTIMAL NUMBER OF MEETINGS	APPROXIMATE HOURS NECESSARY
1) Introduces principal to volunteer services	1	1
2) Assesses climate and need for volunteer services	none (principal time)	
3) Determines need and climate	none (principal time)	
4) Calls planning T.F. meeting, designates staff coord. and volunteer building coordinator	1	2
5) Formulates purposes, goals and objectives for school vol. program	1	2
6) Reports plan to teachers	1 (possibly these could be handled at one meeting or at the most in two sessions)	
7) Orient staff in use of volunteers	1	2
8) Approves plan for school vols. requests volunteers	1	
9) Finalizes plans	1	2
0) Recruits volunteers	These represent activities which do not necessarily involve meeting time.	
1) Interviews & screens volunteers		
2) Orients volunteers to school policies and procedures		
3) Places volunteers		
4) Trains volunteers		
5) Provides on-going skills training for volunteers		
6) Evaluates purpose, goals, objectives, processes, materials and services of school volunteer programs		
7) Collects and analyzes data		
8) Reports findings		
9) Determines need for revisions		
0) Revises as determined		

INTRODUCTORY STAGE
(Initial School Administrator Orientation to Volunteerism)

Each individual building principal needs to decide if (s)he wishes to undertake the development of a school based volunteer assistance program.

Introduction of Area Coordinators to Administrative Personnel

This should be done officially in a letter of introduction sent to principals from the office of the superintendent of schools. It seems imperative for building principals to know about the volunteer services offered and the Area Coordinator who is the staff representative with whom (s)he will be working if (s)he elects to develop a volunteer program in the building.

Initial Visit to Individual Schools by Area Coordinator

The Area Coordinator needs to make herself personally known to the principals of schools in her area, to explain the volunteer program and to set a time for beginning the Phase I exercises if consultation is requested.

Assessment of Need for Volunteers and School/Community Climate for Using Volunteers

The principal needs to assess the climate of the school staff and community for using volunteers in the building and to identify the school's needs for services which volunteers could perform. (The principal may seek staff and community input for this assessment of climate and identification of needs process.)

Decision to Begin a Building Volunteer Program

Based on the assessment of need for volunteers and climate for use of volunteers, the principal determines whether to continue planning the building volunteer program.

PLANNING STAGE

Careful, thorough pre-planning is very important in building meaningful volunteer participation in the building. Attention to details can help to facilitate a smooth assimilation of volunteers in the building and attention to needs for volunteers and determination of measurable objectives addressing these needs will enable building personnel to create a volunteer assistance program which benefits students, teachers and volunteers themselves.

Each of the four phases detailed below represents one meeting of approximately 1½ - 2 hours. Meetings may in certain circumstances be combined, reordered, or deleated to meet the specific planning needs of the individual school and to coincide favorably with the state of development of a volunteer program already in existence.

Planning committee and staff meeting time (especially in Phase II and Phase III) may be reduced appreciably by making appropriate personal worksheets available to those persons involved for completion prior to the meeting time. Brief discussion and comparison of worksheet results can then occur at the beginning of the meeting.

Phase I - Orientation to Planning a Building Volunteer Program

This initial planning session should involve a volunteer program planning committee designated by the building principal and composed of the building principal, the area coordinator, representatives from the staff and representatives from the potential volunteer community.

The purpose of the Phase I planning meeting will be to consider the material outlined in Phase I planning and to complete the exercises included. The planning committee will also want to (a) select a Staff Coordinator, and (b) select a Volunteer Building Coordinator. The principal contacts the selected Staff Coordinator and Volunteer Coordinator, explains the responsibilities of each job and enlists these people.

(Appropriate Phase I exercises/worksheets found in Appendix "D")

Phase II - Planning a Building Volunteer Program

This planning session should involve the planning committee identified in Phase I. Using the materials and exercises outlined in Phase II, the Planning Committee should attempt to formulate a plan including purpose, goals and objectives for using volunteers in the building.

(Appropriate Phase II exercises/worksheets found in Appendix "D")

Phase III - Staff Orientation and Training for Use of Volunteers

The Planning Committee needs to report building plan recommendations to the school staff for their approval. (Providing the materials for approval prior to the meeting would allow staff members premeeting time for study.) In this session the principal and school staff need to determine whether to continue to develop a building volunteer program or to withdraw until adequate provisions for using volunteers in the building can be made.

The Area Coordinator in cooperation with the building principal, the Staff Coordinator and the Volunteer Building Coordinator needs to provide orientation and training for the teachers concerning the efficient management of volunteers including:

- teacher expectations for volunteer services
- orientation needs of volunteers
- pre-service planning for teachers using volunteers
- necessary training provided volunteers by teachers
- the teacher's role in supervision of volunteers
- the teacher's role in appraisal of volunteer programs and services
- the teacher's role in recognition of volunteers
- training provided by volunteer services system

Individual teachers need to determine whether or not they wish to use the services of a volunteer (a teacher sign up form can be found in Appendix "F")

(Appropriate Phase III exercises/worksheets found in Appendix "D")

Phase IV - Final Planning

The Planning Committee having received input from the building staff must finalize plans for using volunteers in the school. The Area Coordinator continues to act as a consultant in this planning phase and can offer alternative suggestions for recruitment, placement, orientation, training, supervision, recognition and approval of volunteer services.

ASSIMILATION STAGE

After the planning committee and building staff have agreed on specific plans for using volunteers in the building, they may begin to recruit, orient, place, and train volunteers. The processes for accomplishing these tasks are basically the same procedures presented in the Central Office Volunteer Programs section (see Chapter III-A). These basic processes are merely applied to specific building needs and a local audience. (For more information on Recruitment, Placement, Orientation and Training see Chapter IV-A,B,C,& D).

REVIEW STAGE

Once the volunteer program is in operation in the building, those building personnel and volunteers in charge of administering the operation must begin to monitor and appraise the effectiveness of the building volunteer program. (For detailed information on Monitoring and Appraisal see Chapter II-B & C).

C) CENTRAL OFFICE PERSONNEL OPERATIONS

The collection, retrieval and reporting of statistical information on volunteers and volunteer services is mandatory for proving the worth of volunteers in education and for maintaining a reliable base of information from which can be determined new directions for volunteer services. This operation is necessary despite the numbers of volunteers, yet the job becomes tremendously difficult as the numbers of active volunteers grows.

For this reason, one major management subsystem of an overall volunteer services system includes the procedures and materials necessary to collect, compile, retrieve and report on volunteer personnel statistics. A statistical bank of this nature should include all the appropriate vital statistics of every volunteer serving in the volunteer services system.

The purposes of establishing and maintaining a volunteer personnel file would be:

- To use the information listed in the Data Characteristics file to fill specific requests for volunteers with specific skills.
- To provide statistics on the school volunteer program for reporting purposes.

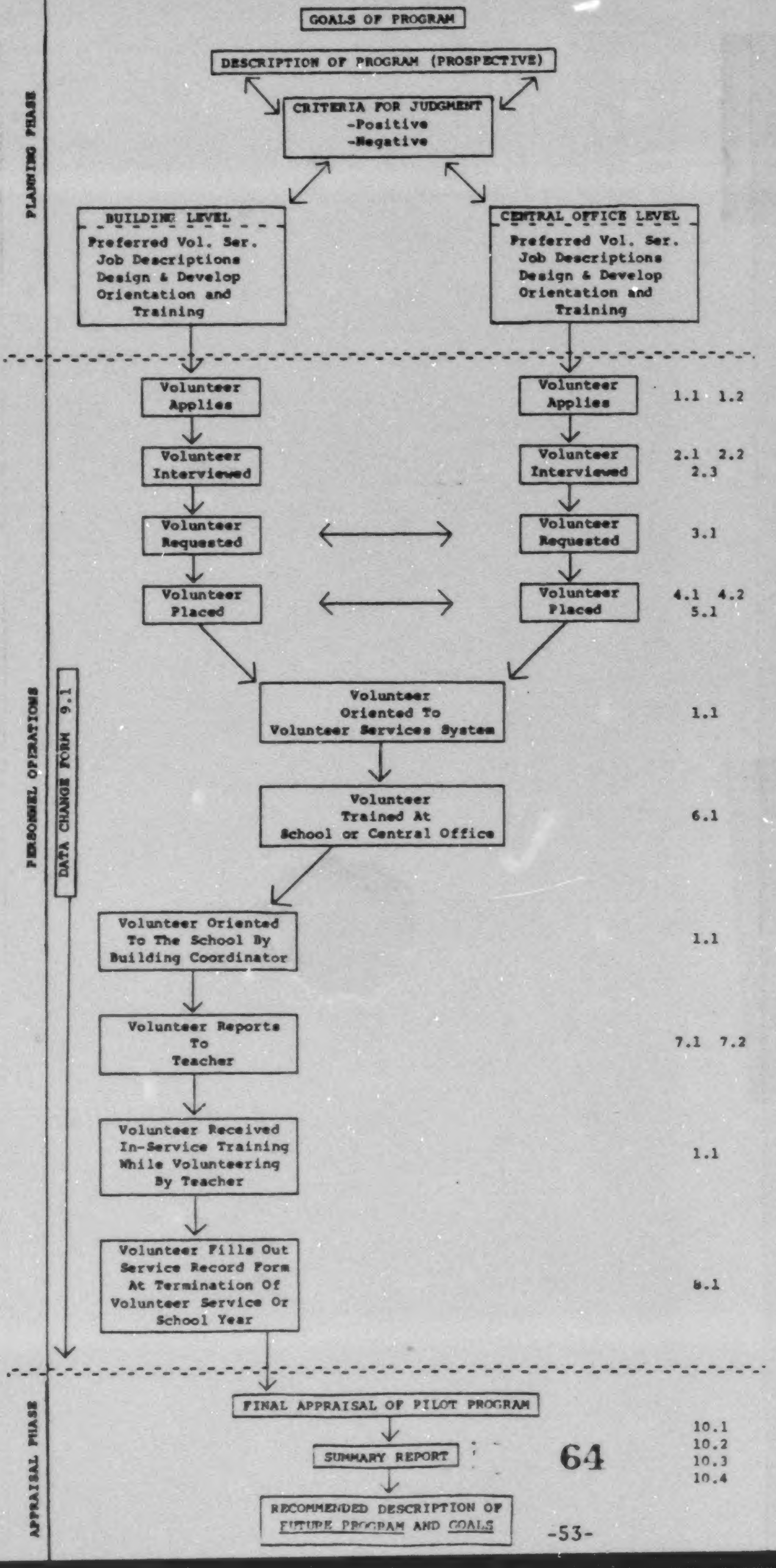
Objectives for a volunteer personnel file may be:

- To provide address labels for mailings to volunteers.
- To identify numbers of teachers/schools using or wanting volunteers.
- To record volunteer references.
- To record hours served by each volunteer or total number of volunteer hours.
- To identify volunteers according to age groups.
- To enable volunteer service to follow the service growth of a volunteer.
- To list volunteers no longer in programs for reference or future use.
- To provide print-outs for Central Office or Area Coordinators to use.

On the following page a process model for personnel operations may be found. This chart describes the administrative Planning Phase that is required prior to soliciting volunteer applications, the path of the volunteer throughout the service year, and the final Administrative Appraisal Phase. The purpose of this model is to relate the Administrative Phases and the Central Office Program Development Stages to the actual volunteer operations, based on the process of gathering, compiling, retrieving and reporting factual information.

The page following this process model entitled "Materials and Procedures for Personnel Operations" describes the numbered materials on the preceeding chart, details their use and identifies the user. These two pages, combined, chronologically outline the whole process of record keeping.

PROCESS MODEL FOR PERSONNEL OPERATIONS WITHIN A VOLUNTEER SERVICES SYSTEM



VI. MATERIALS AND PROCEDURES FOR PERSONNEL OPERATIONS WITHIN A VOLUNTEER SERVICES SYSTEM

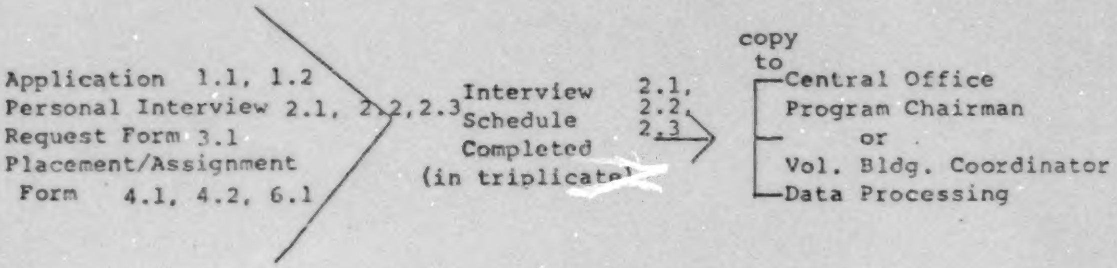
FORM	WHO FILLS IT OUT	FOR WHAT REASON	USAGE
* Application 1.1 or Group Application 1.2	1. volunteer 2. receptionist or 3. volunteer building coordinator	1. basic data	1. set up interview 2. becomes manual file
* Interview Schedule 2.1	1. Interviewer (bldg. coord.) 2. Signed by interviewer and applicant	1. screening 2. placement	1. copy to data processing 2. copy to school receiving volunteer or program chairman 3. Copy to teacher receiving volunteer or Central Office
Special Skills and Experiences 2.2	1. worksheet for interviewer or 2. applicant	1. Data for Interview Schedule	1. to assure correct data
Preferred Volunteer Services 2.3	1. worksheet for interviewer or 2. applicant	1. Data for Interview Schedule	1. to assure correct data
* Request for Service 3.1	1. volunteer building coordinator or 2. teacher	1. request volunteer from vol. building coordinator 2. request volunteer from Central Office program	1. building coordinator uses for placement 2. Central Office uses for placement
Placement Form 4.1, 4.3	1. interviewer (building coordinator)	1. notification of placement of volunteer from office	1. copy to volunteer 2. copy to teacher 3. copy for office
Assignment Form (Community Resource) 4.2	1. community resource coordinator (central office)	1. notification of placement of volunteer 2. volunteer send evaluation to central office 3. teacher send evaluation to central office	1. copy to volunteer 2. copy to teacher 3. copy for central office
Parental Approval Form for Student Volunteers 5.1	1. parents	1. approval of child's participation in volunteer program	1. copy to volunteer coordinator in student's school
Volunteer Training Notification Form 6.1	1. volunteer program chairman 2. building volunteer coordinator	1. notification of training	1. copy for volunteer 2. copy for program chairman or building coordinator
Volunteer Sign-In Sheet 7.1	1. volunteers	1. record of individual volunteer service weekly	1. volunteer building coordinator for records
School Volunteer Time Sheet 7.2	1. volunteer building coordinator	1. record of volunteer service monthly	1. copy to area coordinator for reporting 2. copy to central office
* Service Record Form 8.1	1. volunteer building coordinator or central office (only at termination of volunteer service for year)	1. record of hours served 2. record of desire to serve next year	1. copy to data processing 2. copy for central office 3. copy for school
Volunteer Data Change Form 9.1	1. volunteer building coordinator or central office	1. record change on interview schedule 2. record new service of volunteer	1. copy to data processing 2. copy to central office 3. copy for volunteer building coordinator or program chairman
Appraisal Forms Volunteer 10.1 Teacher 10.2 Principal 10.3 Building Coordinator 10.4 (See Appendix "C")	1. appropriate persons	1. final appraisal of volunteer services for the year	1. determine new needs for volunteer service 2. determine modification of existing services 3. determine validity of volunteer services

* These forms are essential for accurate personnel record keeping.

METHODS FOR COMPILING AND RETRIEVING INFORMATION FOR DATA PROCESSING

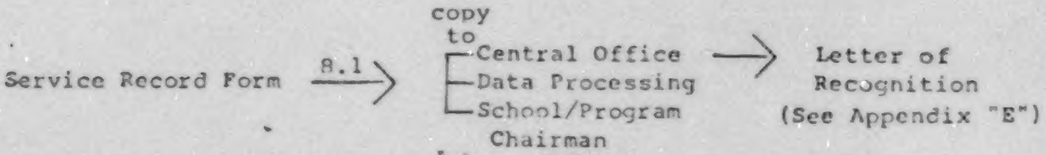
Initial Information

Initial information into Volunteer Personnel File - An application card will be filled out on each potential volunteer. When the application is completed, an appointment will be made for a personal interview. Using the Interview Schedule, the Preferred Volunteer Services sheet and the Special Skills and Experiences sheet the interviewer records the information provided by the interviewee. The interviewer then transfers the code numbers from these two worksheets onto the interview schedule. When a request for a volunteer is received from a teacher, the potential volunteer is placed or assigned to a definite service by means of the placement or assignment form. After the four forms have been completed, all information is transferred onto the interview schedule. Copies of the interview schedule are sent to the central office, to the school or program chairman and to data processing. Astericks appearing on personnel forms denote that information to be fed to Data Processing.



End of the Year Information

End of the year information into the Volunteer Personnel File - At the end of the year a service record form is completed for each volunteer within the school volunteer program. (If a volunteer terminates service before the year is over the service record form is completed and forwarded upon termination to central office and data processing.) This information is collected from the weekly record sheet kept in the school office. From this sign-in form, hours of service are recorded monthly and totalled at the end of the year by the volunteer building coordinator. The questions on this service record form are filled out by the volunteer. The form is then sent to central office, to data processing and to the school in which the volunteer was recruited or to the volunteer program chairman. A letter of recognition is then sent to the volunteer stating the number of hours served for tax purposes. Astericks appearing on personnel forms denote that information to be fed to Data Processing.



Changing Processed Information

Changing Information already in file - The Volunteer Data Change Form is completed if a change in data on a volunteer is necessary. There may be serval changes:

- -Correction of a mistake in data
- -Placement of a volunteer in a different service, school, etc.
- -Additional responsibility assumed by a volunteer

Astericks appearing on personnel forms denote that information to be fed to Data Processing.

copy to
Change of Record Form $\xrightarrow{9.1}$
- Central Office
- Data Processing
- School
  or
  Program Chairman

Feedback Information from Data Processing

These reports will be used by the central office to complete its annual report. The hours served by the individual volunteer will be reported in letter form for the volunteer's tax purposes.

Monthly Report

Monthly statistical readouts as to information on new volunteers, total numbers of volunteers serving, age groups being served, training of volunteers, placements, areas volunteers are working, numbers of volunteers in programs, numbers of volunteers in areas or school will be necessary.

Yearly Report

The final statistical report at the end of June will list the following:

- -Total number serving
    - -during school day
    - -outside school day
- -Total hours served per program
- -Different age groups being served
- -Numbers serving in each volunteer program
- -Names and numbers of peoole willing to serve next year
- -Slots needed to be filled for the next ye[illegible]
- -Number of schools served
- -Number of children served
- -How many have children in schools they serve
- -How many volunteers are trained
- -How many volunteers served in each school/area
- -How many requests for volunteers were there
- -How many requests were filled

SAMPLE MATERIALS
FOR
PERSONNEL OPERATIONS

The Personnel Operations chart and the materials and procedures grid which precede this section correspond directly to the sample forms that follow. These forms have been placed within this section for clarity.

Each form is numbered to correspond with the numbers found in the narrative section and on the appropriate graphs. Please note that the sample forms can be used for maintaining either a manual file or a data processed file. The astericks on the sample forms denote information that should go to Data Processing if this system is used. It is understood that the central office should also maintain a manual file which will be the working file until the number of volunteers being handled daily warrants the availability of a terminal in the central office.

(Front)

SAMPLE
5" x 8" Card

PROGRAM ____________________

INDIVIDUAL APPLICATION CARD

DATE ____________

NAME ____________________ SEX M ______ F ______

ADDRESS ____________________ ZIP ____________

HOME TELE. # ____________ BUS. TELE. # ____________ SOC. SEC. # ____________

AGE -- UNDER 20 ____ 21-40 ____ 41-60 ____ OVER 60 ____

PERSON TO BE NOTIFIED IN EMERGENCY ____________________

TELEPHONE # ____________

AVAILABLE FOR DRIVING ____________ REFERRAL SOURCE ____________

For Office Use Only

INTERVIEW DATE ____________

PLACED ____________

SCHOOL ____________

ORIENTATION ____________ TRAINING ____________

(Back)

Date	Time	School	Assignment	Date	Time	School	Assignment

(Front)

SAMPLE
5" x 8" Card

PROGRAM ____________________

GROUP APPLICATION

NAME OF ORGANIZATION ____________________ MEETING DATE __________

NAME OF CONTACT PERSON ____________________ SIZE OF GROUP __________

POSITION IN ORGANIZATION ____________________ AGE RANGE __________

ADDRESS ____________________ PHONE # __________

PRIOR COMMUNITY SERVICE ____________________

TYPE OF PROJECT DESIRED ____________________

WILLING TO DO SPOT JOB ____________________

COMMENTS ____________________

____

____

DATE __________ INTERVIEWER ____________________

PROJECT UNDERTAKEN ____________________

____

____

(Back)

te	Time	School	Assignment	Date	Time	School	Assignment

70

INTERVIEW SCHEDULE

*NAME ______________________ *HOME TELE. # ____________
*BUSINESS TELE. # ____________

*ADDRESS ______________________________________
(number) (street) (city-state) (zip)

*SEX F___ M___ AGE: UNDER 20___ 21-40___ 41-60___ Over 60___

*SOC. SEC. # ______________

*PERSON TO BE NOTIFIED IN EMERGENCY ______________ *TELE. # ____________

FAMILY--CHILDREN (How many) ____ AGES ______ OTHER DEPENDENTS IN HOME ____

*PHYSICAL OR OTHER LIMITATIONS, IF ANY ______________________

*TB TEST (Date) ______________

MEANS OF TRANSPORTATION--PRIVATE ______ BUS ______ NONE ______

*SPECIAL SKILLS AND EXPERIENCES (Please describe) ______________
____

*PREFERRED VOLUNTEER SCHOOL (Please specify) ______________

DISTRICT (Please circle) N - NE - E - SE - S - SW - W - NW
Public ______ Non-Public ______

*AVAILABILITY (Please circle) MONDAY - TUESDAY - WEDNESDAY - THURSDAY - FRIDAY
9-11:30 a.m. 1-3:00 p.m. After School

*GRADE LEVEL PREFERRED (Please circle) Pre-school K-3 3-6 7-9 10-12 Any

*PREFERRED VOLUNTEER PARTICIPATION (Please circle) Group One-to-one
*PREFERRED VOLUNTEER ASSIGNMENT (Please circle) Regular Special
*PREFERRED VOLUNTEER SERVICES (Please circle) Instructional Services -- Classroom Assistance -- Special Services -- Monitoring Activities

WORK EXPERIENCE - VOLUNTEER OR PAID

DATE	TYPE OF WORK PRESENT OR COMPLETED	ORGANIZATION	PAID/VOLUNTEER

Personal Reference ______________

How did you learn of our program? ______________

As a volunteer, I agree to work within the policies and procedures of the Columbus Public School System.

____
Signature of Volunteer Date

As an interviewer, I feel this applicant meets the qualifications of a school volunteer.

____
Signature of Interviewer Date

*Code ____________ *Placement ______________________

*Training ______________ *School ______________

Days & Hours Assigned ______________ Starting Date ____________

SPECIAL SKILLS AND EXPERIENCES

I. COMMUNITY RESOURCES
- A. THE ARTS
  - 1. Art Gallery
  - 2. Art History
  - 3. Black Art
- B. ARTS AND CRAFTS
  - 1. Colonial Crafts
  - 2. Batik
  - 3. Crochet
  - 4. Ceramics
  - 5. Glass Blowing
  - 6. Knitting
  - 7. Needlework
  - 8. Silk Screening
  - 9. Weaving
- C. DANCE
  - 1. Ballet
  - 2. Ball Room Dancing
  - 3. Folk Dancing
  - 4. Modern Dancing
  - 5. Rhythmic Dancing
  - 6. Square Dancing
- D. MUSIC
  - 1. Classroom Musician
  - 2. Autoharp
  - 3. Dulcimer
  - 4. Brass Instruments
  - 5. Guitar
  - 6. Piano
  - 7. Puppet Show
  - 8. Opera
  - 9. Rhythm Band
  - 10. Goldenaires
- E. LANGUAGE & READING ARTS
  - 1. Creative Drama
  - 2. Make-up for Plays
  - 3. Silent Films
  - 4. Story Telling
  - 5. Puppet Shows
  - 6 Scenery-Puppet Shows
- F. HOME AND COMMUNITY
  - 1. Care of Pets
  - 2. Conservation
  - 3. Dolls for Democracy
  - 4. Ecology
  - 5. Hospital Services
  - 6. Parks & Recreation
  - 7. Plants
  - 8. Shelter-Past & Present
  - 9. Transportation
  - 10. U.S.Mail
  - 11. Zoo Animals
- G. HISTORY
  - 1. Black History
  - 2. Pioneer Days in Franklinton
  - 3. American Indians
  - 4. Prehistoric Indians
- H. COMMUNITY HELPERS
  - 1. Bus Driver
  - 2. Dentist
  - 3. Dietician
  - 4. Doctor
  - 5. Fireman
  - 6. Grocer
  - 7. Milkman
  - 8. Nurse
  - 9. Policeman-Woman
  - 10. Postman

PEOPLE AND PLACES
- A. Franklin County
  - 1. Pioneer Days (Worthington)
  - 2. Parks & Recreation
- B. Ohio
  - 1. Historical Slides
  - 2. Nature Study
  - 3. Parks & Recreation
  - 4. Ohio-Indiana
  - 5. State Government-Ohio
- C. United States
  - 1. Alaska
  - 2. Boston
  - 3. Hawaii
  - 4. Maine
  - 5. Monticello
  - 6. Mt. Vernon
  - 7. Philadelphia
  - 8. Williamsburg, Va.
- D. World

  Western Hemisphere
  - 1. Bermuda
  - 2. Brazil
  - 3. Canada
  - 4. Central America
  - 5. Costa Rica
  - 6. Guatamala
  - 7. Mexico
  - 8. Panama
  - 9. Peru
  - 10. South America
  - 11. Virgin Islands
- E. Europe
  - 1. Austria
  - 2. Denmark
  - 3. England
  - 4. France
  - 5. Germany
  - 6. Italy
  - 7. Norway
  - 8. Poland
  - 9. Portugal
  - 10. Scotland
  - 11. Spain
  - 12. Switzerland
- F. Middle East
  - 1. Egype
  - 2. Greece
  - 3. Iran
  - 4. Israel
  - 5. Lebanon
  - 6. Syria
  - 7. Turkey
- G. Africa and Asia
  - 1. Algeria
  - 2. Ghana
  - 3. India
  - 4. Kenya
  - 5. Nigeria
  - 6. Russia
  - 7. Zambia
- H. Far East
  - 1. Mainland China
  - 2. Japan
  - 3. Korea
- I. Pacific
  - 1. Australia
  - 2. Philippines

GOVERNMENT
- A. American History
  - 1. War of 1812
  - 2. Young People in American Revolution
  - 3. Declaration of Independence
  - 4. Pilgrims
- B. Elections & Voting Process
- C. Electoral College
- D. Ohio Constitution
- E. Government
  - 1. U.S.A.
  - 2. State
  - 3. City
  - 4. County
- F. Housing Code
- G. Laws
- H. International Relations
- I. Legal Aid Society
- J. What is Children's Society?
- K. Consumer Protection
- L. Criminal & Juvenile Court
- M. Dolls for Democracy
- N. United Nations
- O. Vista Volunteers

ENVIRONMENT
- A. Air Pollution
- B. Conservation
- C. Ecology
- D. Environmental Quality
- E. Shelter - Past & Present
- F. Solid Waste Disposal

TRANSPORTATION & COMMUNICATIONS
- A. Air Travel
- B. Bus Travel
- C. Truck Transportation
- D. Audio-Visual Communication
- E. Commercial

WORLD OF WORK
- 1. Accounting
- 2. Airlines
- 3. Airline Hostesses
- 4. Ambulance Driver
- 5. Anthropologist
- 6. Appraiser
- 7. Architect
- 8. Archeologist
- 9. Artist
- 10. Attorney
- 11. Auto Motor Tear Down
- 12. Barber
- 13. Biologist
- 14. Bus Driver
- 15. Butcher
- 16. Careers in Mental Rehabilitation
- 17. Chemist
- 18. Commercial Artist
- 19. Chef
- 20. Computer Electronics
- 21. Computer Processing
- 22. Communications
- 23. Construction Worker
- 24. Cosmetology
- 25. Dentist
- 26. Dental Hygienist
- 27. Dietician
- 28. Doctor
- 29. Drafting
- 30. Job Opportunities

PREFERRED VOLUNTEER SERVICES

I. INSTRUCTIONAL
  - A. Orient new students to the school
  - B. Reading Tutor
  - C. Math Tutor
  - D. Community Resources
  - E. Field Trips
  - F. Assist with Program
  - G. Assist with Club Activities
  - H. Assist with Music
  - I. Assist with Art
  - J. Assist with Dance
  - K. Assist with Drama
  - L. Reading Stories

II. CLASSROOM ASSISTANCE
  - A. Assist with Classroom Chores
  - B. Prepare Instructional Materials Requested by Staff
  - C. Provide Clerical Assistance
  - D. Assist with Special Events
  - E. Assist with Audio-Visual Equipment and Materials

III. SPECIAL SERVICES
  - A. Provide Counseling to Individual Students
  - B. Assist the School Nurse
  - C. Assist in the Library

IV. MONITORING ACTIVITIES
  - A. Assist with Playground Activities
  - B. Assist with Lunch Room
  - C. Assist with Special Projects
  - D. Assist with coats, overshoes, etc.
  - E. Supervise Field Trips

SAMPLE

REQUEST FOR SERVICE

SCHOOL ______________________________ PHONE NO. ____________

TEACHER'S NAME ____________________ GRADE LEVEL _____ NO. OF CHILDREN ______

SERVICE ____

SKILLS OR EXPERIENCES PREFERRED ____________________________

TOPIC (COMMUNITY RESOURCE) _________________________________

TIME OF SERVICE -- DATE _____________ TIME ________________

ALTERNATE TIME -- DATE _____________ TIME ________________

WILL THIS VOLUNTEER WORK WITHIN THE CURRICULUM? ______________

WILL THIS VOLUNTEER WORK IN THE ENRICHMENT PROGRAM? ___________

FOR OFFICE USE:

REQUEST RECEIVED __________ (Date) VOLUNTEER PLACED FROM C.O. ________

REQUEST FILLED ___________ (Date) SCHOOL ________

REQUEST NOT FILLED ________ (Date) VOLUNTEER'S NAME _________________

REASON ____

____

SAMPLE

PLACEMENT FORM

NAME OF VOLUNTEER ______________________ DATE _______________

ADDRESS ____
number street

____
city state zip code

SCHOOL ________________________ PRINCIPAL ___________________

TYPE OF SERVICE _____________________ JOB ___________________

SPECIAL SKILLS OR EXPERIENCES ________________________________

BEGINNING DATE ____________ DAYS OF ASSIGNMENT _______________

TIME _______________

REQUESTED BY ___________________ POSITION ____________________

GRADE LEVEL ____________ SUBJECT AREA ________________________

If you have any questions concerning this assignment,

please call ____________________________at the school.

Telephone Number _______________________

SAMPLE

ASSIGNMENT FORM
COMMUNITY RESOURCES

SCHOOL ____ PHONE __________________

TEACHER'S NAME ________________________________ PHONE __________________

GRADE LEVEL _______ NO. OF STUDENTS __________ TOPIC __________________

VOLUNTEER'S NAME ____

TIME OF ASSIGNMENT DATE ______________________ TIME ___________________

- -

FOR TEACHER

TEACHER/CLASROOM REACTION (Please answer the following questions and return via School Mail to the Volunteer Services Office)

1. Please rate the volunteer's presentation for the grade level he/she worked with today.

   ____Excellent ____Good ____Fair ____Poor

2. Please rate the material presented by the volunteer in terms of its appropriateness for the age and level of knowledge of the students in the class.

   ____Excellent ____Good ____Fair ____Poor

3. Please list suggestions which might help the volunteer in future presentations.

   ____

   ____

   ____

- -

FOR VOLUNTEER

VOLUNTEER REACTION Please check the appropriate responses and return to the VOLUNTEER SERVICES OFFICE, COLUMBUS PUBLIC SCHOOLS, 270 EAST STATE STREET, COLUMBUS - 43215 -- USE SCHOOL MAIL, IF YOU DESIRE.

______ The teacher was responsive to my classroom visit.

______ The students were prepared to receive the material I presented.

______ The students were attentive.

______ The students were responsive (questioned and/or commented).

______ The material I presented was appropriate for the students' age and level of knowledge.

______ The community resources chairman of the Volunteer Services Office satisfactorily handled the arrangements for my classroom visit.

PARENTAL APPROVAL FORM FOR STUDENT VOLUNTEERS

STUDENT ____
Last Name First Middle

SOCIAL SECURITY NO. _______________ PHONE _______________

ADDRESS ____

VOLUNTEER PROGRAM ____________________________________

NATURE OF DUTIES _____________________________________

METHOD OF TRANSPORTATION _____________________________

My son/daughter has my permission to participate as a volunteer in the above program.

____
Signature of Parent

SAMPLE

VOLUNTEER TRAINING NOTIFICATION FORM

________________________________ NEEDS YOU!
Name of Program

Training will begin ____________________ from ________________
date time

at ______________________________ in ______________________
building room #

Let us know if we'll see you, by contacting ____________________
name of person

____
building telephone number

Please come and learn more about the program.

Volunteer Coordinator

Telephone _______________

78

(6.1)

SAMPLE

VOLUNTEER SIGN-IN SHEET

WEEK OF ____________

NAME	DATE	IN	OUT	QUESTIONS, COMMENTS, REACTIONS

WEEKLY TOTAL	

SAMPLE

SCHOOL VOLUNTEER TIME SHEET

MONTHLY REPORT

(Due by First of Every Month)

SCHOOL ______________________________ AREA ____________

ADDRESS ______________________________ ZIP CODE ________

TELEPHONE NO. ________________

PRINCIPAL ____

VOLUNTEER BUILDING COORDINATOR ___________________________

1. Number of volunteers serving ____________
2. Number of requests _____________________
3. Number of requests filled _______________
4. Number of hours served _________________

SAMPLE

SERVICE RECORD FORM

*NAME ______________________ DATE ______________

*SOCIAL SECURITY NUMBER ______________

*ORIENTATION COMPLETED ______________

BEGINNING DATE ______________ DAYS OF ASSIGNMENT ______________

TIME ______________

TEACHER OR COORDINATOR ______________________

*TRAINING RECEIVED ______________________

____

RECORD OF HOURS WORKED

DATE 19 ___ 19 ___

SEPT. ______________
OCT. ______________
NOV. ______________
DEC. ______________
JAN. ______________
FEB. ______________
MAR. ______________
APR. ______________
MAY ______________

VOLUNTEER: PLEASE COMPLETE THIS SECTION

*1. May we count on you next year?

____ Yes ____ No ____ Possibly

*2. Would you like to serve in another capacity next year?

____ Yes ____ No

If yes, in what capacity?

____

*Total Hours Worked __________

At the end of a volunteer's service, this form should be returned to the Volunteer Services Office.

VOLUNTEER DATA CHANGE FORM

*HOME TELE. # ______________

*NAME ________________________________ *BUSINESS TELE. # __________

*ADDRESS ____
(number) (street) (city-state) (zip)

*SEX F___ M___ AGE: UNDER 20___ 21-40___ 41-60___ Over 60___

*SOC. SEC. # ________________

*PERSON TO BE NOTIFIED IN EMERGENCY ________________ *TELE. # __________

FAMILY--CHILDREN (How many) ____ AGES ______ OTHER DEPENDENTS IN HOME ____

*PHYSICAL OR OTHER LIMITATIONS, IF ANY ____________________________

*TB TEST (Date) __________________

MEANS OF TRANSPORTATION--PRIVATE _______ BUS _______ NONE __________

*SPECIAL SKILLS AND EXPERIENCES (Please describe) __________________
____

*PREFERRED VOLUNTEER SCHOOL (Please specify) _______________________

DISTRICT (Please circle) N - NE - E - SE - S - SW - W - NW
Public ______ Non-Public ______

*AVAILABILITY (Please circle) MONDAY - TUESDAY - WEDNESDAY - THURSDAY - FRIDAY
9-11:30 a.m. 1-3:00 p.m. After School

*GRADE LEVEL PREFERRED (Please circle) Pre-school K-3 3-6 7-9 10-12 Any

*PREFERRED VOLUNTEER PARTICIPATION (Please circle) Group One-to-one
*PREFERRED VOLUNTEER ASSIGNMENT (Please circle) Regular Special
*PREFERRED VOLUNTEER SERVICES (Please circle) Instructional Services --
Classroom Assistance -- Special Services -- Monitoring Activities

WORK EXPERIENCE - VOLUNTEER OR PAID

DATE	TYPE OF WORK PRESENT OR COMPLETED	ORGANIZATION	PAID/VOLUNTEER

Personal Reference ____________________

How did you learn of our program? ____________________

As a volunteer, I agree to work within the policies and procedures of the Columbus Public School System.

____
Signature of Volunteer Date

As an interviewer, I feel this applicant meets the qualifications of a school volunteer.

____
Signature of Interviewer Date

*Code ______________ *Placement ______________________

*Training ____________________ *School ____________________

Days & Hours Assigned ________________ Starting Date ____________

IV.

MODELS
FOR THE OPERATION OF THE VOLUNTEER SERVICES SYSTEM

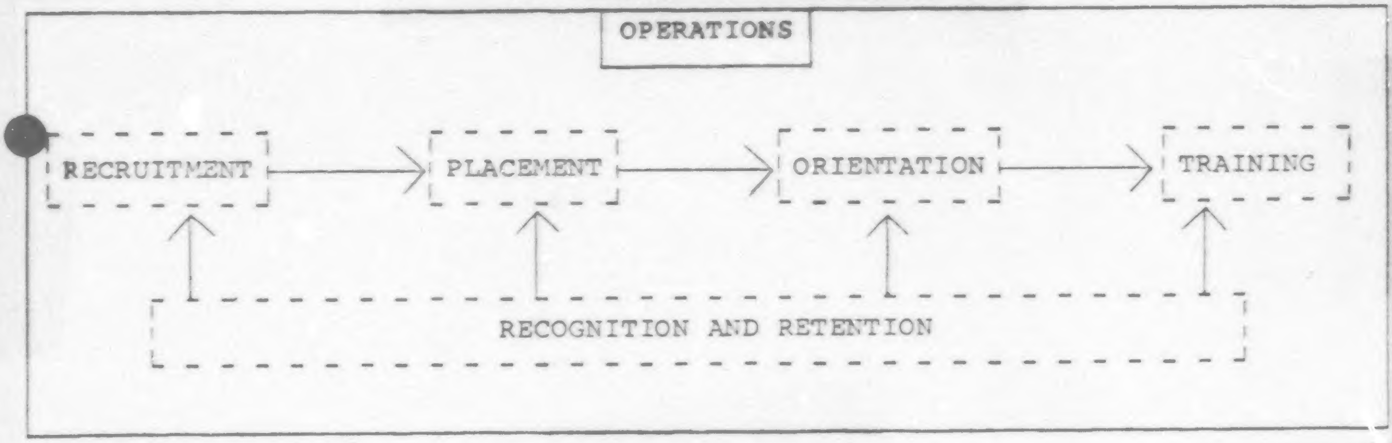
	Overview		72
A)	Recruitment		73
	Community and Neighborhood	75	
	Organizations, Clubs, Groups	76	
	Business, Industry, Universities and Colleges	77	
	Retired Senior Citizens	79	
	Students	80	
	Mass Media	81	
	Public Relations Dissemination Techniques	83	
	The Public Relations Committee	89	
B)	Placement		90
	Interviewing The Potential Volunteer	91	
	Screening	92	
	Decision of Placement	93	
C)	Orientation		94
	Guidelines for Planning a Successful Orientation	95	
	Types of Orientation Programs	[illegible]	
	Designs for Developing Orientation and Training Materials	97	
D)	Training		99
	Guidelines for Planning Volunteer Training	100	
	Types of Training	101	
	Design for Training Units	102	
	Categories of Training	103	
	Sources of Available Training and Training Materials	104	
E)	Recognition and Retention		107
	Retention of Volunteers	108	
	Recognition of Volunteers	110	

For Further Information refer to:
Appendix E - Sample Public Relations Materials
Appendix F - Sample Forms and Outlines For Use In Orientation and Training Programs

IV. MODELS FOR THE OPERATION OF THE VOLUNTEER SERVICES SYSTEM

The Recruitment, Placement, Orientation, Training, Recognition and Retention Models found in this chapter are designed to supplement the administration and management chapters which precede this chapter. The models are broad in scope to provide a comprehensive listing of alternatives, individuals may select materials applicable to their specific needs.

Primarily the models stress the processes necessary for smooth operation of the specific volunteer activities. Sample materials, worksheets and forms referred to in the models may be found in the appropriate appendix sections.



A) MODEL FOR RECRUITMENT OF VOLUNTEERS

Without volunteers, there can be no volunteer program. Volunteers with varying interests, skills and talents insure that the many individual requests for volunteers can be filled.

Once a need for a volunteer program has been identified, a volunteer program developed to meet this need and volunteer job descriptions defined, the type of volunteer to fill a specific position is determined. It is then the responsibility of the school volunteer program to find those individuals with the proper interests and talents and to recruit them.

No matter how efficient the volunteer services system is, it is volunteers who make the system work. To maintain a dynamic volunteer program, a variety of constant, exciting promotional campaigns is mandatory.

Recruitment objectives may be:

- To identify the parents, community people, or other individuals who have potential for becoming successful school volunteers.
- To develop promotional materials for different audiences.
- To match the available volunteers with the present needs.
- To recruit the number of volunteers necessary for the school volunteer program to function at its optimum level.
- To recruit the best possible volunteers necessary for each service to function at its optimum level.
- To provide adequate application forms for every potential volunteer.

The job of recruitment is one of salesmanship. In order to be successful, the recruiter must never miss a chance to sell the school volunteer program. His goal is to recruit volunteers to fill each available slot and to do this, the program must be presented in a most meaningful way. The recruiter must know the school volunteer program and be prepared to talk about it at all times. Many procedures and materials for recruiting volunteers are listed in this section of the manual. Most will be useful immediately to the recruiter; others will provide valuable food for thought.

In planning an effective recruitment campaign, the recruiter should give attention to the following principles:

- Attempt to recruit from a variety of audiences.
- Utilize various methods of recruiting prospective volunteers.
- Familiarize audience with the entire volunteer program.
- Show belief in volunteer program.
- Exemplify personal attitudes of:
    - warmth
    - congeniality
    - enthusiasm
    - persuasiveness
- Attempt to select volunteers from a cross section of the community.
- Attempt to set up a personal interview for each prospective volunteer.

A universal concern for a school volunteer program is how to involve the uninvolved and to enlist these people as volunteers. When approaching the prospective volunteer, one should:

- Present specific needs for volunteer service.
- Encourage both personal and group involvement.
- Explain to potential volunteers that volunteering is a "people project" and that they would be welcome members of the volunteer corps.
- Demonstrate appreciation of the potential volunteer's desire to serve.
- Maintain an awareness of the person and the personal touch.
- Stress recognition as a meaningful reward for volunteering.
- Involve the interested volunteer in planning activities.

(For more specific information on Recognition, refer to Chapter IV-E).

Before beginning a recruitment campaign, be certain that the organized promotional campaign will be able to:

- Explain the school volunteer program.
- Explain the available jobs for volunteers.
- Provide application blanks for volunteers for specific jobs.

Public relations materials and procedures are most effective when related to the appropriate audience.

The following pages list the audiences this model addresses and the appropriate recruiting methods and materials.

COMMUNITY AND NEIGHBORHOOD

This section provides an outline for a school volunteer program news release for all area media (including appropriate sample releases). This section describes the community approach to program explanation, the appeal for volunteer personnel and the suggestion for the provision of a contact name, address and/or phone number and an application form.

Area Media
- News releases to all local newspapers
    - Human interest
    - Specific needs
    - Paid Want Ad
- Newsletter mailed from school
    - Human interest
    - Specific needs
- TV and Radio
    - Human interest
    - Specific needs
    - Provide paid written one-minute spot announcement

Community Hand-Outs
- Brochure for community
- Flyers for community
- Letters to community
- Posters for community
- Speakers Bureau for community

Neighborhood personal recruitment (Each One Bring One)
- Publicize volunteer opportunities which encourage men to volunteer.
- Door to door campaign conducted by parents or students.
    - Distribute flyers
    - Discuss school volunteer needs
    - Discuss volunteers working in the local schools and relate what some are already doing
- Invite neighbors to coffee time at the school or to someone's home (serve coffee, tea, cookies).
    - Distribute flyers
    - Discuss school volunteer needs
    - Discuss volunteers working in the local schools and relate what some are already doing
- Phone people in the community - using Polk Directory for names of people in the neighborhood.
- School parents (come and help with a special project).

ORGANIZATIONS, CLUBS, GROUPS

This section provides an outline for a school volunteer program news release for all area media. This section describes the interest group approach to program explanation and appeal for volunteer personnel and the suggestion for the provision of a contact name, address and/or phone number and an application form.

Introduction of Program
- -Letter to describe volunteer programs
- -Meet with a representative of group
    - -Present needs
    - -Help set up proposed program

In-House Publicity
- -Newsletter
- -Bulletin Board

Handouts
- -Brochure
- -Flyers
- -Posters

Speak at Meetings - using slide presentation available

Personal Recruitment (Each One Recruit One)

Publicize volunteer opportunities which encourage men to volunteer.

Explain possibilities of an Adopt-A-School Program
- -Can start with minimum of two volunteers and build-up until all school needs are met.
- -Fills a need of a school close by
- -Can be one-to-one activities or groups
- -Is good for community relationships (VSS awards)
- -May help keep membership, recruit new members
- -May be organized to offer school activity

BUSINESS, INDUSTRY, UNIVERSITIES AND COLLEGES

Today, corporations and colleges are looking for ways to become involved in the community. The time is right. This section provides you with some possible ways to implement corporate volunteer programs.

When looking at a company, check the following:
- -Size - number of employees
- -The existence of departments that work in the community, i.e.
  - -Urban Affairs
  - -Public Affairs
  - -Public Relations

When approaching a company, consider the following:
- -How will an affiliation with volunteer services benefit the company
- -What kind of exposure will the company get (some want exposure and some don't so consider alternatives)

When talking about the benefits of a volunteer program, sell groups the following ideas:
- -Benefits of volunteering to the individual (using realistic situations and examples)
- -Benefit of volunteer service to the community
  - -Resources
  - -Accessibility
  - -Knowledge
- -Positive company exposure (if this is a consideration)
  Today most companies need to become visible in their community. The community is requiring this and the companies don't know how to respond. You can help them in this way and act as an agent for them.

The most important concept, regarding approaching a company, involves offering mutual benefits, i.e. asking for something and offering something back. Volunteering offers many rewards and corporations need to know about them. All too often community agencies approach a company with their hat in hand. Vague requests are often ineffective: the public relations person must have specific needs detailed and a program for service which relates to both company and volunteer interests.

Ideas of selling program

- Research a company and be able to converse with the person about his company
- Know what is needed before asking
- Have good material on the school volunteer program (Thorough preparation help to make a good first impression)
- Have public relations ideas to sell:
  - When the company volunteers are involved, many local newspapers pick up on it
  - Also, company newspapers are a good way to spotlight employees and employee exposure often affects company morale.

Participation in a meaningful volunteer program will help people from the company to become more aware of the community and its people. Also, it will help the community to become more aware of the business and its efforts in the community.

What are the kinds of involvement potential volunteers might pursue:

- One-to-One
  - Tutor - math, reading, science, language, etc.
  - Guidance volunteer
  - Big Brother
  - Community Resource Volunteer
  - Library Volunteer
  - Field Trip Volunteer
  - Consultant to Volunteer Services System in business procedures
  - Member of Volunteer Services Boards

Agencies need corporate involvement and the agency board experience can be good training for future corporate leaders. The hope is also that the individuals involved might become positively involved in the total community concept.

Help to the Community:

- Companies have resources other than money which they may be willing to volunteer or donate.
  - Material
  - Computer time
  - People
  - Contracts (business)
- Once a company becomes involved, it will be better able to analyze its needs and resources as they relate to volunteer projects.
- An involved company can act as a catalyst to encourage other companies to become involved. This means recruiters solicit the involvement of the company that is a leader in the community, i.e., banks, etc.

RETIRED SENIOR CITIZENS

Today there are more and more retired Senior Citizens who want to work within their community, to remain useful and to share their skills and experiences with students. Involvement can keep the senior citizen young and active: meaningful activity benefits both the old and the young.

Senior citizens can help in the school by:
- -Assisting children with written work
- -Helping with reference work
- -Preparing teacher's materials
- -Assisting with clerical work
- -Developing reference files
- -Talking to students - offering friendship, etc.
- -Working with simple skills - offering practice opportunities - tutoring
- -Offering guidance (career, situation, etc.)
- -Providing arts and crafts education and/or experiences

MOST IMPORTANT OF ALL - A SENIOR CITIZEN CAN OFTEN REPRESENT A GRANDPARENT FIGURE TO CHILDREN WHO HAVE NONE

How to Recruit
- -Approach senior citizens' clubs and organizations
- -Seek out local Retired Senior Volunteer Program organization
- -Contact city senior citizens' recreation centers
- -Contact local voluntary action centers
- -Contact churches and temples
- -Contact retirement organizations
- -Contact neighborhood organizations
- -Host neighborhood coffees specifically for senior citizens.

STUDENTS

Student publicity includes all materials aimed at students, on elementary, junior high, senior high and college levels.

Students volunteering to work with students have proven to be valuable volunteers. There are statistics which suggest that students who volunteer frequently learn as much and often more than those receiving the volunteers' services.

There are many ways to recruit student volunteers but perhaps the most suitable methods would involve personal contacts.

Check the schools
- Bulletin Board displays
- Flyers
- Student Council (regarding service projects)
- Posters
- Speakers Bureau developed in the school
  - Students volunteer by becoming volunteer speakers
  - Speech training offered

Check school clubs
- Speakers Bureau
- Flyers

Contact split session students
- Elective credit
- After school

Cooperate with guidance counselors
- Elective credit
- After school

Publicize volunteer opportunities which encourage both male and female students to volunteer.

A special application form has been provided for students. (A sample of this form is provided in Appendix "E")

MASS MEDIA

These are helpful techniques to be used when planning a Recruitment campaign. The appropriate samples can be found in Appendix "E".

Ten Commandments for Getting Along with the Mass Media
Here are 10 commandments which should put you on the right road to winning friends in the mass media.

- -Make sure all information is included in your press release: who? what? where? when? why? (and how much it will cost).

- -DO NOT include a lot of repetitious, unnecessary or extraneous information.

- -Write simply and clearly. Don't worry about style: all media rewrite to fit their own needs. Just make sure all the information is there.

- -TYPE IT! Double-spaced. If you don't type, find someone who does. NEVER SUBMIT A RELEASE WRITTEN IN LONG HAND.

- -If you know of a specific person at the media who handles your type of copy, send it to their attention. Otherwise, address the envelope to the editor or news director.

- -Be aware of deadlines for spot news copy:
    - -for the evening edition
    - -for the morning edition
    - -for the 6 p.m. newscast
    - -for the 10 p.m. newscast
    - -for the hourly radio newscast
    - -for weekly newspapers

- -Timing of press releases: for daily newspapers and broadcast stations a press release should be sent between one and two weeks in advance of the event.

- -Always make sure the following information is on every press release:
    - -The name of the group sending it.
    - -A person and telephone number to be contacted for further information.
    - -A release date and time. (Example: "For release in evening editions and newscasts, Thursday, Dec. 4")
    - -That the item is of local interest. (This might also be mentioned on the enclosing envelope.)

- Never attempt to send your own pictures of an event. All news media have their own requirements for pictures and employ professionals to take them. (Exception: a head and shoulders, professionally done picture of a speaker, is normally acceptable and often welcomed.)

- Make sure your press release has a "news angle" or a reason for sending it. And that the most important fact is in the first paragraph.

Assuring the Useability of Materials

Public relations was easier in the "old days" when any publicity was considered by many to be good publicity. Today there is increasing competition for limited media space. For this reason, the public relations person in charge should follow ten important steps to assure the value and use of the materials:

- Define the reason for seeking publicity. To be newsworthy, each article or newscast must have a purpose:
    - to inform
    - to persuade
    - to initiate action
    - to facilitate social contracts

- Develop contacts. Develop a list of people to contact at the various media offices and departments. Know who wants what type of story.

- Develop a good P.R. Reference File including guidelines from local media, accurate names of people to contact, calendars of events of organizations, past articles that are good examples of promotional material.

- Time the release of the articles so that the various media are not running the same thing at the same time.

- Keep a record of which media was sent what type of article. Vary the types of releases for each media throughout the year.

- Release only newsworthy, purposeful material. Do not submit articles indiscriminately.

- Focus on the right audience and the correct way of approaching the group identified. In other words, the type of information and the style of the article should be suitable to the target audience.

- Meet deadlines. Type information correctly. Be precise.

- Designate one person to contact media. Do not pass the public relations responsibility around. Uniformity and consistency are necessities when working with mass media.

- Express gratitude to media contacts for including articles in a natural, low key way.

PUBLIC RELATIONS DISSEMINATION TECHNIQUES - THEIR ADVANTAGES, DISADVANTAGES AND USE

MEDIA	ADVANTAGES	DISADVANTAGES	USE OF
Newspaper	-least expensive -reaches mass audience -easy to get coverage	-may not reach target audience -lack of control over what is written	-community calendar -special event announcemen -speaker -human interest -feature article -new program -election of officers -background or in-depth
Television	-coverage of background and activities -huge audience -high level of saturation -not difficult to get coverage -immediate coverage	-widely scattered -lack of control over what is said or photographed -difficult to get routine coverage	-press conference -spots for recruitment, orientation -featurettes -public service programs -educational program
Radio	-reaches large audiences -usually delivers more air time -can get advance announcement for event	-little audience control -difficult to get coverage of routine events	-spot announcements - 10,20,30,60 seconds - program, fund raising, routine meeting -featurettes (develop scrip for recruitment) -public service discussion programs
Direct Mailing	-select names & addresses of people who receive material -have absolute control over information	-the danger is it may be thrown out as junk mail -takes certain amount of skill to prepare and to mail -can be expensive	-for whatever purpose necessary
Poster and Bumper Stickers	-some control through site selection -absolute control of material	-may require time & skill to develop & distribute -can be expensive -only limited amount of material effectively used	-promotional tools -first glance impression -brief & simple message -proper placement -catchy slogan -supplement mass media

MEDIA	ADVANTAGES	DISADVANTAGES	USE OF
Brochures	-control over audience -absolute control over material & presentation	-needs extensive preparation -can be expensive -information becomes outdated	-general background info. -specific information -available in waiting rooms -response to inquiry, tours, open houses
Newsletter	-absolute control -audience is highly motivated	-responsibility is great -can be very time consuming	-sent to interested people -contains info. on activities, previous meetings, names of people and human interest -carries news of special interest & importance
Word of Mouth	-when it works it's dynamite -powerful form of public relations	-once started it's impossible to control -dangerous if it backfires	-never try to consciously manage it -if doing a good job, the good news travels automatically
Open House	-people to people contact -control what is shown & how presented -social	-must have something to draw people -careful preparation -expensive for refreshments & publicity	-feature or spotlight something new -can be by invitation or to entire community -recognition, awards
Speaker's Bureau	-good control of audience -control over material and presentation -people to people contact -cover large audience	-requires good coord. -requires preparation -can infringe on personal time	-group recruitment -generates good will
Outdoor Advertising	-control over material -control of audience -effective attention getter	-can be expensive -people you need may not see sign	-front yard sign is cheapest -banner -billboard

DISSEMINATION TECHNIQUES FOR PUBLIC RELATIONS

Press Releases

Press releases can be used by local or neighborhood newspapers, radio or TV. A press release is nothing more than a simple statement of facts. It should not be elaborate.

- Types of information that are appropriate
    - Announce an upcoming meeting
    - Announce a new staff member
    - Inform public about new program or service
    - Announce the reaching of a goal
    - Announce fund raising activities
    - Announce an upcoming event
    - Submit a follow-up report of an event
    - Notify media of a human interest story

- Include the "five W's"

    who - agency or club name
    what - describe what's going on
    where - the location of event
    when - the date and time
    why - reason for
    how - how will program work

- Preparing the press release
    - Use 8½ x 11 plain white paper
    - Double space
    - Never use carbon
    - List media receiving releases
    - Keep copy of release sent
    - Date all releases
    - Give full reference material upper left hand corner
        - name of program
        - name of sender
        - address and phone
    - place date for release on copy

- Know the correct procedures for using pictures
    - The media will often take the necessary pictures; however, if this is not the case, hire a photographer and pay his price. Quality photography is essential.
    - It is customary to obtain a signed release from all subjects in a photograph. Pictures without people in them are worthless. It is also important to notify media a picture is on its way or that a good picture is available. Never throw a picture away. Another use may arise for the same shot.

Radio and TV Spots

Radio and TV can use the same written announcements supplied to newspapers.

Twenty and sixty second spots are more often used than ten or thirty second spots; however, a variety of timed spots should be included.

A page of spot announcements for TV usage should be accompanied by slides of the logo, the name of the organization and the telephone number to contact. These can be used in varying combinations by the media. Slides of actual volunteer situations often catch the interest of the viewer. Professionally prepared slides cost approximately $10.00 each.

Direct Mailings

Mailings to a target audience are effective. The mailing can take one of many forms - a form letter, a brochure, a flyer, a gimmick post card or an educational pamphlet.

Cost is a factor here and should be taken into account in determining the usefulness of this promotional technique. Bulk mailing is the obvious answer but can only be used when mailing involves more than two hundred people.

Posters and Bumper Stickers

Posters and bumper stickers are great promotional tools. They give a first glance impression so it should be brief, catchy and good in design.

Generalizable Printed Matter

Brochures, flyers, pamphlets, leaflets or booklets can be developed for general background or educational information or for a specific purpose. Since cost of printing and paper is high, the information should be general and valuable enough to warrant printing large quantities and using these over a long period of time.

Newsletters

Newsletters are an inexpensive means of communicating with people involved in the program or those interested in staying informed of the latest developments. Newsletters can relay meeting or training notices, the latest "great idea", capsule articles of specific occurrences, changes in policy or procedures that affect the reader, etc.

Acquiring the information for a regular release is a large task. The person or committee responsible for collecting information and developing the newsletter should remember the following techniques:

- -Keep your ears open. If something sounds interesting, make a personal contact with the source of information.
- -Know to whom to go for the most information: Volunteer Program Chairmen and Area and Building Coordinators should have the most information about what is happening with volunteers. Keep in touch!
- -Inform all people connected with volunteer services of the telephone number to call if an interesting story occurs. Relaying information verbally is generally easier for people than having to write it down. Make it as easy for the relayer of information as possible. The burden is on the reporter to follow up on the details.
- -Supply everyone with a news report checklist.

SAMPLE

Dear Volunteer:
We ask ONE MINUTE of your time--just a quick rundown over this checklist of items we might use in the next issue of the newsletter:

Do you have information concerning:
____ A novel classroom project
____ Suggested volunteer reading
____ Suggested programs for volunteers
____ Volunteer activities that should be commended
____ Summer plans for study or travel
____ Completion of a novel project
____ Suggestions for improving communications within the school volunteer program
____ Awards or distinctions received by a volunteer
____ A volunteer system used in another school district that might well be put into practice here
____ Questions about school district policy that might be of general interest to other volunteers
____ Questions about new buildings, new programs, changes in curriculums, etc., expressed by a number of volunteers
____ Honors that have come to a student through the efforts of his volunteer
____ Another item that would be good to include in the newsletter
Other: ______________________________

Please send this form to Volunteer Services, appropriately checked, before the end of the month.

Thank you,

YOUR NAME ____________________
PHONE NUMBER __________________

Speaker's Bureau

A speaker's bureau is one of the newest methods employed to gain support or generate interest within a group.

- The Speakers
  The speakers should be carefully chosen and have the following qualifications:
  - Be a school volunteer
  - Be able to express self effectively
  - Be able to speak of own experiences and reactions as a school volunteer
  - Be able to relate history, services and needs of the school volunteer program
  - Be available to speak as assignments are made
  - Be an effective speaker in a large or small group
  - Be an effective speaker in group situations
  - Be able to suggest how a given group may volunteer or give assistance to the school volunteer program.

- Training of Speakers
  A suggested training session might involve:
  - Suggested outline for presentations
  - Techniques of public speaking
  - Practice sessions
  - Devices to use in presentations
  - Appraisal of effectiveness
  - Expected outcomes at presentations

- Materials Used in Presentations
  - Title cards
    - animated cards
    - flip or pull cards
    - letters over picture
  - Transparencies
  - Slides
  - "Live" performances
  - Puppets
    - audio introduction
    - visual introduction with cards
  - Books
    - pages turned to tell story
  - Charts or posters
  - Audio effects
    - theme music
    - background music
    - sounds of volunteer
    - sounds of children

- Materials provided for the audience
  - Brochure explaining volunteer programs
  - Application forms
  - Other informative materials appropriate to the audience

Other P.R. Materials and Methods

- Outdoor advertising
- Loudspeaker cars
- Spotlights in the sky
- Skywriting
- Proclamations
- Personal interviews - news conferences
- Letters to the editor
- Displays and exhibits
- Plastic tote bags or badges stating theme
- Open houses

THE PUBLIC RELATIONS COMMITTEE

A Public Relations Committee is vital to the life of continuous promotional - public relations campaigns. For each campaign a plan is established including:

- -The goals of the campaign
- -The target audience
- -The resources needed/available
- -The media to be used
- -The priorities
- -The schedule to be followed
- -The cost

A viable committee should include members capable of and responsible for:

- -Organizing and coordinating committee activities
- -Contacting the media, providing news releases, arranging for pictures, working with the public relations department within the school system
- -Gathering, organizing and editing the newsletter
- -Distributing and mailing all materials
- -Organizing and coordinating the speaker's bureau
- -Finding and creating new ideas and materials

B) MODEL FOR PLACEMENT OF VOLUNTEERS

Once volunteers are recruited, they must be placed in assignments which best use their talents and which represent areas in which their services are needed and requested. This model provides the methods and materials necessary for placing large numbers of volunteers into school volunteer programs.

Objectives of placement may be developed as follows:

- -To analyze the individual's ability to provide services through the volunteer program.
- -To place each volunteer according to the job to be done and the qualifications required for effective job performance.
- -To ascertain what kind of service a volunteer prefers to perform.
- -To determine the time and location a volunteer is willing to work.
- -To make volunteers aware that changes in placement can be made and can be initiated either by the volunteer or the school personnel.

The model is organized into the three processes, interviewing, screening and decision of placement, which comprise the total placement procedure.

INTERVIEWING THE POTENTIAL VOLUNTEER

The purpose of a personal interview is to determine whether the potential volunteer will be useful to the program and if so, where the prospect's talents can best be utilized.

Interviews are usually conducted by the Volunteer Building Coordinator. However, the procedures for conducting an interview can be taught to others who might wish to be involved in this phase of placement.

To make the interview meaningful, the interviewer should have a definite idea of the personnel requirements of individual volunteer programs including the talents and skills which will be needed by a potential volunteer to participate in the volunteer program in question. The interviewer should also be able to evaluate an applicant's personality to determine how the applicant will relate to others involved in the volunteer program.

The aims of the interview are:
- To become acquainted with the potential volunteer.
- To develop understanding by the prospective volunteer of the program.
- To make the potential volunteer feel needed.
- To identify what the volunteer is prepared to contribute.
- To identify what the volunteer would like to do.

There must be give and take in the interviewing process. The interviewer collects data on the potential volunteer concerning:
- Interests
- Talents
- Skills
- Abilities
- Personality

The interviewee learns about:
- Purposes of the program.
- Need for volunteer help.
- Responsibilities involved in the various jobs within the volunteer program.

There will be times that a personal interview will be impossible to set up; therefore, a telephone interview may be conducted. It is wiser to conduct an interview on the telephone if a personal interview is not possible than not to interview at all. If the interviewer still has questions about the telephone interviewee, a personal meeting can still be arranged as a follow up.

An interview is a converation whether it occurs on the telephone or in person. Complete guidelines for interviewing volunteers have been provided in the Interviewer's Handbook, Appendix "G".

SCREENING

What kind of individual should the school volunteer be? If a magic formula could be devised, the ideal school volunteer should:

- -Be a friendly, reliable, flexible, young or mature adult.
- -Have an interest in children and a desire to work with them.
- -Have a good professional attitude, interest and enthusiasm for working with young people and have ability to work cooperatively with school personnel.
- -Have good health and good moral character.
- -Have adequate communication skills. An important exception to this qualification is the volunteer, who, though she may know very little English, can converse with a non-English speaking student in his own language and make his school environment more understandable to him.
- -Recognize that educational handicaps contribute largely to the waste of human resources.
- -Feel deeply an obligation as a citizen to support and help the schools in their effort to educate each child to the limit of his capacity.
- -Already have - or be willing to acquire - skills that are needed in the schools.
- -Have talents that can enrich the school program.
- -Simply have time and a willingness to serve.

Analysis of motives can determine interest in a school volunteer job, ability to do the work involved and the value of the volunteer to the program. Frequently expressed motives for volunteering include the following:

- -Service to the community.
- -Need to be needed.
- -Need to combat monotony and desire for expansion of interests and activities.
- -Need to volunteer because others volunteer (conform to social norm).
- -Need for social interaction (often a form of therapy).

Once on a job, a volunteer develops new awareness of what this service means and frequently the volunteer develops a new attitude toward the job and often a more meaningful reason for volunteering emerges.

The Volunteer Building Coordinator must be trained to assess the interests and abilities of the potential volunteer, to make assignments which afford the most meaningful experiences for the teacher, students and volunteer.

DECISION OF PLACEMENT

A volunteer is placed only if a teacher requests service. The request for service is sent by the teacher needing the service to the Volunteer Building Coordinator who ultimately makes the decision for placement. The coordinator should be positive in his decision and should help the volunteer prepare for his/her assignment.

-The decision may agree with the request of the volunteer.
-The decision may differ from the request of the volunteer.
-The decision may be not to use the volunteer.

Usually the first decision is reached, and the volunteer accepts the logical job for him. If the decision is different from what the volunteer had initially desired but more suitable to the abilities of the volunteer, the volunteer is most often happy with the placement.

The coordinator should make every attempt to place a volunteer as soon as possible. Enthusiasm cannot be maintained forever and the program is losing hours of well-motivated time if placement is delayed. If there are legitimate delays, the coordinator must be certain to explain this to the volunteer.

If the decision is reached that the volunteer does not fit into the program, the coordinator should have considered the reasons for not using the volunteer based on the qualification of a school volunteer.

The difficulty of not placing a prospective volunteer occurs because:

- -A free gift of time and help has been offered
- -This free gift is being rejected
- -Anxiety may develop within the volunteer expressed by
  - -Hostility and anger at the coordinator of the program
  - -Depression caused by feelings of inadequacy
  - -Relief after realizing this was really not the desired placement

These difficulties may be overcome by:

- -Explaining the decision courteously
- -Being honest
- -Emphasizing the strengths of the volunteer
- -Discussing other ways a volunteer may help
- -Referring the volunteer to another program or agency
- -Referring the volunteer to a social service agency for assistance

When placement has been completed the volunteer should be introduced to staff and other volunteers, and arrangements should be made for the volunteer's orientation and training.

After a placement, orientation and training decision has been made by the volunteer and the Volunteer Building Coordinator, the placement form is filled out. It is only after this form is completed and stapled to the interview schedule that the Data Characteristics File receives the volunteer's name and other appropriate information.

The placement of a volunteer in the right job is crucial to his/her career. The placement must be done cautiously with both parties remembering that no placement is final. Placement changes can be initiated by either the volunteer or the teacher.

c) MODEL FOR ORIENTATION OF VOLUNTEERS

Orientation is the process of acquainting the volunteer with the school program as it relates to volunteers. To understand how they fit into the total volunteer program, the volunteer needs to understand something of the beginnings of volunteerism in the system, the need from which it grew and the kinds of services volunteers are currently providing in the schools. Volunteers are also interested in being part of a growing organization; they can become very excited when they hear about volunteer programs planned for future implementation.

Orientation really begins with the volunteer's first association with the school volunteer organization: therefore, much of the information related in answering inquiries concerning volunteer opportunities or interviewing potential volunteers is orientation information.

Once a prospective volunteer has decided to offer his time to help in the schools, an organized orientation program should be available. Providing this orientation for centrally recruited program volunteers is the responsibility of the volunteer services staff. Building personnel are responsible for orienting classroom volunteers recruited from the individual school community. It is, of course, desirable that volunteer orientation occur before the volunteer begins to work.

The purpose of orienting volunteers is to prepare the volunteer for service in school volunteer programs or in the individual school within the framework of the policies and procedures of the volunteer services system and the participating schools.

The goal would then be to staff school volunteer positions with thoroughly oriented volunteers. Objectives for an orientation program may include the following points:

- Orientation should transmit positive attitudes fundamental to successful school volunteering.
- Orientation should establish for volunteers the need for jobs they will be doing and what benefits students will receive from the time they give.
- Orientation should provide the volunteer with information about the aims, objectives, policies, and procedures of the volunteer program.
- Orientation should stress the relationship of the individual volunteer's specific job to the purpose and work of the total program as it relates to the school and its personnel.
- Orientation should make the volunteer aware of the basic organizational structure of the school and its volunteer program.
- Orientation should include a definition of the volunteer's role as a complimentary member of the school educational team.
- Orientation should provide an opportunity to distribute handbooks and other printed materials pertaining to volunteerism and the volunteer.
- Orientation should promote a feeling that a volunteer is a vital, forward moving, interested and innovative part of education.

GUIDELINES FOR PLANNING A SUCCESSFUL ORIENTATION

The general orientation should be a special event involving all school volunteers, representatives from administration, community representatives and staff. The invitation for participation could also include anyone in the community who might be interested in school volunteerism. If this is done, the opportunity for further questioning or for signing up should occur after the general meeting. (This offers an excellent forum for recruitment.) Orientation for building volunteers should be planned by the Principal, Staff Coordinator and Volunteer Building Coordinator with the cooperation of the Area Coordinator.

Pre-Planning

Obviously, careful pre-planning is essential for a successful orientation: Attention to details is important. Selecting a pleasant place for a meeting and providing adequate seating, name tags and friendly people to greet and make welcome those who attend are some of the little things that help create a good climate for the session. The following list enumerates additional items requiring planning attention:

- Competent Orientation Leader.
- Representative from Volunteer Services System (normally the Area Coordinator).
- Interesting, stimulating program participants.
- Meaningful audio-visual material.
- Good publicity - the "invites".
- Opportunities to recruit interested visitors - an open invitation to the school orientation session may bring in interested people from the area who have not yet "signed up".
- The "coming out" of the community (volunteer participation).
- Representation from upper administration (general volunteer orientation only).
- Representation from Board of Education (general volunteer orientation only).

Information Included in the Orientation Program

- History and structure of volunteer services.
- Purpose, goals and objectives of the volunteer program including the value of volunteers in education.
- Areas in which volunteer assistance is needed, including basic skills required in each area.
- Role of volunteer, how he relates to school, staff, coordinator, students and community.
- Personnel policies, procedures and regulations affecting volunteers in the school building.
- General characteristics of the groups with whom volunteers will be working.
- Duties the volunteers will perform.
- Whom volunteers may approach to get advice, guidance and information.

TYPES OF ORIENTATION PROGRAMS

Building Orientation

- -A well-planned orientation can be meaningful - the participants feel they belong to a large vital organization.
- -Orientation represents an opportunity for good publicity for the school in the neighborhood.
- -Orientation represents an opportunity to bring out interested people who may want to volunteer but need to decide if they will fit before actually offering their services.

General City-Wide Orientation

- -Big program can be impressive - the participants feel they belong to a large, vital organization.
- -Chance with only one central program to get community leaders for speakers.
- -Chance for good publicity.
- -Chance to bring out interested people who may want to volunteer but need to decide if they could fit before actually offering their services.
- -Channeling all efforts into one big program rather than fragmenting efforts.

The disadvantages of a large orientation could be that a large group often lacks a needed personal touch and that a poor turnout to a big orientation is very discouraging to all. Seating, coffeeing, and passing out materials to a mass is difficult to do in time lines. Some area volunteers may feel uncomfortable at a "social function" orientation.

Alternative Approaches to Orientation

In addition to orientation of volunteers offered to an all-city or all-building audience, orientation materials should be available for other special groups:

- -Orientation for individuals recruited after the central orientation has occurred. This orientation could occur anytime after the initial orientation. Perhaps when 15-25 new volunteers have been recruited, a follow-up orientation could be planned.

- -Orientation for special groups interested in volunteer services. This orientation could be prepared for a business or organization and could be offered at the regularly scheduled group meeting of that business or organization.

- -Orientation for people unable to attend regular volunteer orientation sessions. This orientation could be offered by tape recording or video taping a planned orientation session and making the tape available for viewing by individual or small groups of volunteers at their convenience.

- -Orientation one-to-one. This orientation could be handled by planning an individual session between a staff person and the volunteer using all available printed material.

Design for a Volunteer Services System Manual

Purpose - To coordinate building level and central office based volunteer services operations into one comprehensive manual.

Goal - To disseminate the school volunteer management system policies, procedures and materials to the individual schools using the system and to central office based volunteer program personnel.

Objectives

-To make available clear "workable" complete set of materials to system users.

-To identify standard policies and procedures of the Volunteer Services Office as they relate to the school system.

-To list materials and services available including the procedures for requesting these.

-To present clear communication guidelines for information dissemination and feedback within the system.

-To present standard descriptions of positions and duties pertaining to individuals, staff and volunteers, working within the system.

Target Audience

The manual represents the compilation of the total materials to be used by the management system of the Volunteer Services Office. Therefore, this manual represents a major work in both scope and size. A complete manual will be housed in each school office involved in the management system volunteer program and will be available as a resource to all individuals, volunteers and staff, involved in the program.

Each area coordinator will also be provided with a school volunteer program management system manual to be used as a resource for establishing building volunteer programs. The Volunteer Services Central Office will be provided with an adequate number of manuals for servicing central based programs. Handbooks containing specific materials will be prepared for the personal use of specific groups (volunteers, teachers, chairmen, etc.) involved in the school volunteer program.

Design for Volunteer Services System Handbooks

Purpose - To provide specific handbook materials for those groups involved in a Volunteer Services System.

Goal - To disseminate the school volunteer services system policies, procedures and materials specific to individual job descriptions of groups involved with the total Volunteer Services System.

Objectives

- To make available clear "workable" materials specific to groups involved in the management system.
- To identify policies and procedures as they relate to the groups involved in the Volunteer Services System.
- To list materials and services available to groups involved in Volunteer Services System including the procedures for requesting these.
- To present clear communication guidelines for information dissemination and feedback as they relate to groups involved in the Volunteer Services System.
- To present standard descriptions of positions and duties as they relate to groups involved in the Volunteer Services System.

Target Audience

Handbooks containing information pertinent to specific audiences should be provided. The material available in these handbooks represents a careful abstraction of the contents of the comprehensive volunteer services manual.

Types of Handbooks

Area Coordinator Handbook
School Administrator Handbook
Building Volunteer Chairman Handbook
Staff Coordinator Handbook
Volunteer Handbook
Teacher Handbook
Advisory Council Handbook
Central Office Volunteer Program Handbook

D) MODEL FOR TRAINING VOLUNTEERS

Training is different from orientation. Training is a process for providing the volunteer with specific techniques and skills which he can utilize in his volunteer service. Training falls into three basic categories: pre-service training, on-the-job or in-service training and on-going training. The goal of all training offered to the volunteer should be to upgrade the knowledge, skills, confidence and motivation of the volunteer.

When developing training modules, an effort should be made to identify existing training programs applicable and available to volunteers in any area. To do this is to avoid repetition in planning time and in costs for providing training.

Effective training must make available enough specific information for a volunteer that the volunteer services rendered are meaningful and rewarding for the school population served and for the volunteer. Adequately preparing the volunteer alone is not enough. Administrators and teachers also need direction to utilize most effectively volunteer services offered and to provide meaningful guidance, assistance and on-the-job training for the volunteer serving in the classroom or in special volunteer programs.

The purpose of developing a training program is to provide training appropriate to the duties and responsibilities of volunteers serving in a particular volunteer capacity within the framework of the policies and procedures of volunteer services and the school system. The goal of training would then be to upgrade the quality of school volunteer performance by providing knowledge, skills, confidence and motivation.

Objectives for a training course may include the following points:

-To offer training which is specific and practical.

-To offer training which is flexible and varied to coincide with the interests and backgrounds of the trainees.

-To offer training which is varied in technique of presentation (lecture workshop, role playing, buzz sessions, panel discussions, video or audio tapes).

-To offer training which involves trainees.

-To offer training needs which provides for the development of volunteer leaders.

-To encourage training personnel to explore and utilize community and school resources available for training.

-To offer training which is continually evaluated and updated to offer trainees that which they need and desire.

GUIDELINES FOR PLANNING VOLUNTEER TRAINING

Training should answer volunteer service needs and the methods will be determined by these specific needs. The methods for training should include the following when applicable:

- -A packet of materials for the volunteer's independent home study would be valuable if the volunteer is unable to attend training sessions.
- -Multi-media presentations used in group discussion (if applicable and available).
- -Presentation of specific skill information and appropriate practice sessions.
- -On-the-job training when applicable.

The Volunteer Services System strongly advocates continual training for volunteers and staff in all areas which could increase skills and abilities or could foster positive growth in understanding children and developing a meaningful and usable philosophy of education.

The Volunteer Services Office provides consultation and assistance in developing and providing specific training programs identified as valuable and desirable at both the building and central program levels.

To facilitate this training objective, many sources for materials and expert conducted training sessions have been investigated in an effort to utilize positively the vast resources of the community and to offer volunteer services personnel the very best training available.

Encouraging volunteer growth is a major concern of the volunteer services system. The classroom teacher assists in training the volunteer to adjust to classroom team work but should not be asked to provide specific skills training. The volunteer services system will provide training for volunteers in specific skill areas which the teacher/volunteer team identify as important for the volunteer to acquire and to better assist the teacher in the classroom. To identify these needs for skills training, the volunteer services system provides a training needs assessment form. The teacher and volunteer working together should periodically determine the skills which would be valuable. After tabulating the response provided by the training needs assessment form, the area coordinator can collect needs and plan training sessions to meet these specific needs.

TYPES OF TRAINING

Pre-Service Training

- Definition of objectives to be achieved by volunteer help.
- Discussion of basic skills needed (also those which if acquired could upgrade the volunteer offering).
- Discussion of principles of child and adolescent development and learning pertaining to the volunteer area and age group.
- Information about learning characteristics of the group with which the volunteer will be working.
- Presentation and discussion of written material pertaining to the volunteer's service.
- Outline of specific duties.
- List of whom to go to for help if problems arise.

In-Service Training

- Adequate direction from the classroom teacher to assist the volunteers in becoming acquainted with the work situation (i.e., building, classroom, equipment) and their volunteer responsibilities.
- Adequate direction from the building coordinator who should be available to the volunteers to observe, guide and encourage their work and to act as a liaison between the Volunteer Services Office and the volunteers in disseminating information and collecting reports.
- Adequate avenues for feedback. Changes in attitudes and skills occur as a volunteer works. Volunteer input, sharing of ideas which have proved successful, should be encouraged by the Volunteer Services Office.
- Opportunities for a new volunteer to work closely with a trained volunteer when applicable.

On-Going Training

- Practice and reinforcement of skills (varying the method of presentation).
- Courses offered to all volunteers including offerings in educational human relations and vital skills areas.
- Information concerning pertinent community training available to the volunteer (i.e., OSU continuing education offerings, etc.).
- Library of "how to" manuals, reading lists, literature about programs in other school systems, etc. for the volunteer to check out and use.
- Individualized training courses using tapes and manuals (this material could be housed in a volunteer resource laboratory and be available at the volunteer's convenience).
- Resource materials "shared" by other active volunteers.

DESIGN FOR TRAINING UNITS

Purpose

The statement of rationale or reason for offering the training unit clarifies the need for training.

Goals

A list of end results toward which the training unit is directed clarifies the projected outcomes of the training unit.

Suggested Group Size

Number of people easily accommodated by the suggested training unit process. For many training units, any number of participants can be accommodated; for some units, however, a maximum group size should be suggested when the training process dictates small group interaction, exercises or laboratory practice sessions.

Time Required

Generally speaking 1-1/2 - 2 hour workshops represent the maximum block of time available from volunteers or school staff on working days. Training programs scheduled for Saturday or school day on which teachers have arranged released time could combine several single training units.

Physical Setting

The ideal place and the arrangement of the facility need to be considered for maximum unit effectiveness in light of goals listed, materials utilized and processes employed.

Process

The sequence of events which will best facilitate the particular goals established greatly effects the overall success of a training unit.

General Program Format

A workable general format or outline might be as follows:

- Time: 1-1/2 - 2 hours
- Introduction of school and volunteer personnel, etc.
- Skill Session - vary techniques possibly including expert's lecturette and a practice session for participants
- Summary

Materials

A listing of materials necessary to present a training session should be completed. This will enable trainers to obtain and/or prepare those specific items needed for the session.

CATEGORIES OF TRAINING

The training options which follow will be available upon request from Volunteer Services dependent upon current availability and scheduling. Training sessions may be adapted to specific volunteer services groups (program chairmen, volunteers, advisory council members, etc.)

Educational
- Philosophical/conceptual
- Specific knowledge (new math, etc.)
- Child development

Human Relations
- Effective human being
- Humanistic school system
- Ethnic and cultural awareness
- Self-concept
- Problem solving process
- Conflict management
- Helping relationships
- Communication process
- Leadership training
- Team building

Group Dynamics
- Group ecology
    - Steps of group development
    - A brief and practical explanation of human behavior
- The communication process
    - Sending and receiving information
    - Communication in groups
- Skill development
    - Problem solving
    - Decision making
- Behavioral styles
    - Activities and behaviors needed for group success
    - Individual styles of behavior
- Consultation skills
    - Intervention in groups
    - Helping and consulting

Special Skills
- Clerical
    - Typing
    - Filing
    - Duplicating
    - Grading
    - Recording
- Artistic
- Physical activities
- Audio-visual
- Story telling
- Crafts
- Display
- First aid
- Public speaking

SOURCES OF AVAILABLE TRAINING AND TRAINING MATERIALS

Audio-Visual Materials

1) Filmstrip

General Programmed Teaching
Teachers Workshop Unit 3
Good filmstrip shows relationships of teachers and volunteers. Presents positive suggestions for teacher/volunteer/student relationships.
For Purchase Only - One Unit $50.00

2) Film

The Act of Human Giving
Des Moines Area Community College
15 minute/color/16 mm
Good film portraying the operation of a school volunteer program.
For Purchase - $90.00 per print
Rental - $3.50 per week

3) Film

The Volunteers
Indiana University
55 minute/bw/16 mm
Good filmed essay of young people from Volunteers for Service Overseas (A British organization similar to U.S. Peace Corps) working with people in several Malowi Villages applicable only to general philosophy of volunteerism.
For Purchase - $265.00
Rental - $11.75

4) Film

First Friends
International Film Bureau Inc.
22/minute/color/16 mm
Good film which deals with the socialization among pre-schools
For Purchase - $285.00
Rental - $17.50

5) Film

My Name Is Children
Indiana University
60 minute/bw/16 mm
Good film explaining child centered learning. Introduces children effectively.
Rental - $12.00

6) Film

The Right to Read
Educational Film Catalog
Modern Talking Picture Services
27 1/2 minute/color/16 mm
Good film showing the problems of illiteracy in human terms and what can be done to improve reading ability for people from all walks of life.
On Loan Free

7)	Film	The Pleasure is Mutual Film made by the Westchester County, N.Y. Library system 24 minutes/color/16 mm How to conduct picture book programs. The film shows a variety of adults presenting picture books to small groups of children. Available through the State Film Library from Volunteer Services Office
8)	Filmstrip Record Booklet	Parents and Teachers Together (For the Benefit of Children) National Education Association 14 minutes/color Two part filmstrip (one for parents and teachers and one for teachers alone) Pictures actual parent involvement with discussion of rationale for parent school involvement and teacher responsibility for involving and using parents. Available for purchase from NEA @ $24.75 Available on loan from Volunteer Services Office
9)	Television Training Columbus Channel 34	To Aid, To Learn In-Service para-professional training 8 20 minute programs with printed guidebook provided. Consecutively scheduled and aired throughout the year on Columbus, Channel 34. (1974-1975 schedule to be provided for volunteers) Materials designed for para-professional school employees but generally applicable to school volunteers as well.
10)	Filmstrip Audio Tape	"Administering a Student Tutoring Program" 12 minutes Available from Volunteer Services Office
11)	Filmstrip Record & Guide	"I Am a Teacher Aide" Available from Volunteer Services Office
12)	Filmstrip Audio Tape	"What Is Feedback" 12 minutes Available from Volunteer Services Office
13)	Filmstrip Audio Tape	"Promoting Participation" 12 minutes Available from Volunteer Services Office
14)	Filmstrip Audio Tape	"Using Audio Visual Equipment" 12 minutes Available from Volunteer Services Office
15)	Slide Tape	The Significant Other (Columbus School Volunteers in Action) 15 minutes Available from Volunteer Services Office

Community Training Resources

Many community organizations, businesses, institutions and school system departments offer resources for providing excellent specific training for volunteers. Involvement ranges from actually offering training personnel to consulting on training planning to including school volunteers in existing training programs.

- -Junior League of Columbus
- -Staff Development and Human Relations (Columbus Public Schools)
- -Appropriate Departments of the Division of Instruction (Columbus Public Schools)
- -Ohio State University Division of Continuing Education

Published Training Resources

The Volunteer Services Office is in the process of developing a resource library for the use of volunteers and staff involved with the volunteer services system. This library will make available for home study many valuable training materials from such sources as:

- -National Training Laboratory
- -Institute for Development of Educational Activities, Inc. - Dayton, Ohio
- -Ontario Institute for Studies in Education
- -University Associates Press, San Diego
- -Panhandle Area Educational Cooperative, Florida
- -National Education Association
- -U. S. Chamber of Commerce
- -Iowa State University

E) MODEL FOR RECOGNITION AND RETENTION OF VOLUNTEERS

Positive recognition of volunteers is perhaps the most important part of a school volunteer program yet is many times forgotten. If a volunteer is properly placed, trained and recognized, the volunteer will want to continue with the school volunteer program. (S)he will share his/her volunteer experiences with his/her acquaintances making them aware of the satisfactions of being a volunteer.

The purpose of this model is to provide methods and techniques of volunteer recognition for the purpose of volunteer retention.

General objectives for such an activity may be:

- To realize the human need of a volunteer for continual, positive feedback.
- To understand what makes a volunteer experience meaningful.
- To provide concepts pertaining to volunteer retention.
- To provide the methods and techniques of recognizing a volunteer.

RETENTION OF VOLUNTEERS

Retention of volunteers is often the best form of volunteer recruitment. If a volunteer feels valuable and needed, (s)he will wish to continue to serve. Retention statistics can prove that the needs of the volunteer and of the school are being met.

Building Security and Morale of Volunteers

In developing a school volunteer program the needs of the volunteer must be considered and incorporated into the developed program. A sense of security is imperative and can be provided by volunteer services representatives who:

- Radiate confidence.
- Are honest and sincere.
- Are fair, impartial and generous.
- Show sympathetic understanding.
- Explain carefully what the volunteer's job is.
- Tell the volunteer not only what but also why.

Maintaining Volunteer Morale

The Do's

- Demonstrate beyond question your willingness to help the volunteer.
- Treat the volunteer like a human being.
- Dignify the position of the volunteer; recognize the importance of volunteering.
- Avoid partiality--don't "play favorites".
- Avoid an overbearing attitude.
- Be honest--don't bluff--you can't get away with it for long; it isn't what we say but what we do that counts.
- Keep your promises; showing a reason for it if you can't.
- Give credit and recognition (again impartially).
- Suggest, but do not criticize.
- Be sure the office staff is HUMBLY glad to work with volunteers and that it shows in their behavior.
- Stand back of the volunteer and his work.
- Be available to volunteer and staff--"open door policy".
- Say "We," not "I".
- Welcome suggestions; ask for advice and opinions.

-Ask--not tell.
-Make them feel it is their organization.
-Keep up the good cheer.
-Get the whole story when there are problems--do not jump to conclusions.

The Don'ts

-Don't kill with kindness; it can be carried to such extremes that it ceases to be appreciated.
-Don't condemn inactivity; suggest a program for activity.
-When you need to offer criticism, do it privately; make criticism sincere and constructive; when you are wrong, admit it freely.
-Don't act as though you think you are good; if you have ability and are "good," be humble about it--they will find out.
-Don't use words when deeds are called for.
-Don't show annoyance or a martyred air of extreme patience.

Volunteers want their coordinators to:

-Keep in close touch with them.
-Provide better working conditions.
-Give them better training and supervision.
-Build up their morale.
-Treat them fairly and impartially.

Developing leadership means practicing leadership. Good leadership doesn't just happen. What is leadership? It is the sum total of:

-Personal example.
-Vocational competence.
-Effectiveness in human relations.
-Guidance in solving personal and emotional problems.
-and MOTIVATION--making people want to enough.

Enthusiasm is infectious. If volunteers understand that they are part of a team, if they have a feeling of accomplishment, if they are told by others that they are really helping, volunteers will feel secure and needed and will want to continue their work the next year.

RECOGNITION OF VOLUNTEERS

Expressions of admiration or approval are vital for most volunteers. Recognition gives the volunteer a sense of security or belonging. This recognition comes naturally to those with a sensitive awareness of others.

New ways to recognize volunteer services within a school program are constantly being sought and developed. Volunteers have always wanted to know and hear how important they are. Badges, certificates and plaques are not the only kinds of recognition which can be employed.

Recognition of the volunteer's services should come naturally and sincerely from the professional staff. A teacher should recognize the volunteer publicly as well as privately. Consistant expressions of thanks, a nod of approval, a gentle touch of the shoulder can have more effect than formal awards and recognition programs. Since the responsibility for recognizing volunteers is the staff's, orientation programs for professional staff should stress the importance of volunteer recognition.

Ways of giving recognition

The recognition process is the public relations of volunteerism. Some ways of giving recognition are:

- -Personal praise of the volunteer on the job.
- -Letters and postcards of thanks.
- -Asking the advice of the volunteer--especially effective when advice is followed!
- -Identification - uniforms, pins, badges, etc., so that others may recognize them (this is a good recruitment gimmick too).
- -Recognition of a special contribution that a volunteer has made.
- -Giving the volunteer a more complex assignment.
- -Telling the committees and board about a volunteer's work.
- -Newspaper publicity and pictures.
- -Special event award meetings.
- -A letter with clipping enclosed from a board member expressing "Nice to read about you".
- -Social reception for new volunteers to meet staff, other volunteers, students or parents.
- -Weekly or monthly recognition events including brunch, lunch, dinner, gourmet parties, dessert parties, picnics, teas, or coffee klatches.
- -Monies available for volunteers to pay for gas and lunch.
- -Insurance for volunteers.
- -Bulletin boards displaying volunteers' and students' work in school and in special places such as banks, stores, libraries, or store windows.
- -Certificates, plaques, pins or trophies.
- -Children made awards such as metal awards, silver awards (foil), or bookmarks.

Special Events

Central Office Events

An annual Recognition Day Event can be a memorable occasion if it is carefully planned. Knowing how to pre-plan, understanding basic steps in planning such an event and (assign duties to responsible chairmen) are important.

A planning committee should be organized to:

- Determine type of event - luncheon, dinner, picnic, coffee or reception.
- Decide date, time and place of event.
- Create theme or title - make it brief and catchy.
- Decide admission price - if any.
- Select sub-chairmen:
    - hospitality
    - publicity - pre and post
    - invitations
    - telephone
    - mailing
    - seating
    - program
    - decoration
    - appraisal
    - award
- Send thank you's to all who worked on event.
- Prepare report on all stages of function.

Possible School Volunteer Recognition Events

- Pot Luck Dinner
- Teas
- Coffees
- Auditorium programs
- Brunch or lunch with the supervisor
- Classroom party
- Tea with parents
- Dinner with teachers
- Faculty party
- Family fun-day
- Picnics

Promotion of a Volunteer

Promoting volunteers is also a means of recognition. The Volunteer Services System should provide opportunities for the advancement of volunteers into more responsible positions. It should continue to offer the volunteer added responsibility and expanded experiences. If a volunteer is willing and able to take on new responsibilities, additional administrative volunteer opportunities should be offered. These opportunities could include area coordinator positions, responsibility for the development of a volunteer program, advisory council membership, or advisory council committee membership. Allowing a volunteer to grow and to take on new tasks eliminates job monotony and is vital to continued renewal of the volunteer's commitment and of the volunteer programs.

V.

APPENDICES

Appendix A - Definition of Terms.......................... 112
Appendix B - Job Descriptions............................ 113
Appendix C - Sample Forms For Monitoring and Appraisal Activities...................... 114
Appendix D - Sample Worksheets and Forms For Building Level Operations........................... 115
Appendix E - Sample Public Relations Materials.......... 116
Appendix F - Sample Forms and Outlines For Use In Orientation and Training Programs....... 117
Appendix G - Sample Educational Materials............... 118

DEFINITION OF TERMS

1) VOLUNTEER SERVICES SYSTEM
The coordinating umbrella that provides for volunteer program development, for the operation of the management subsystems at the central office and building level and for the planning, monitoring and controlling of all activities large or small at all levels of volunteer service.

2) VOLUNTEER SERVICES SYSTEM ADMINISTRATIVE PHASES

PLANNING PHASE - The establishing of goals, program description and criteria to measure program progress.

MONITORING PHASE - The continuous inspection and recording of an on-going process with a man-machine interface.

APPRAISAL PHASE - The point toward the end of the school year when information is obtained to judge the merit of the many processes and materials that were used, the value and merit of volunteer service and volunteer programs, and the significance of the Volunteer Services System.

NEEDS ASSESSMENT PHASE - The collection of data from the Monitoring and Appraisal phases that indicates new needs and directions for volunteer services as yet unmet.

3) VOLUNTEER PROGRAM DEVELOPMENT STAGES

PLANNING STAGE - The initial step in developing or redeveloping a volunteer program consisting of needs identification; purpose, goals and objectives of program to service those needs; identification of types and numbers of volunteers needed, training necessary for volunteers and materials required for optimal program effectiveness.

ASSIMILATION STAGE - The implementation step that incorporates the pre-determined plans into actual development of materials, recruitment, placement, orientation, training, recognizing and supervising service or program volunteers in a school building.

REVIEW STAGE - The final step of appraising total volunteer services by administering appraisal questionnaires, collecting and analyzing the data, reporting on comparison of goals and objectives to the analyzed data.

4) **VOLUNTEER PROGRAM**
A specific volunteer activity which answers a need of students as indicated by large numbers of staff and which can be organized into a well-defined program for the purposes of recruitment, placement, orientation, training, evaluation and recognition of volunteers who are performing like tasks and assuming like responsibilities.

5) **VOLUNTEER SERVICES**
The many and varied assisting activities performed by volunteers under the supervision of certificated school personnel.

6) **VOLUNTEER JOB**
The duties to be performed by the volunteer as outlined in the job description.

7) **VOLUNTEER**
A member of the community who is interested in the education of school students and who is willing to give freely of time, talent and skill to help provide a superior and enriched education for students.

8) **AIDE**
A non-teaching employee in a school district who directly assists a teacher as defined in Section 3319.09 of the Revised Code.

9) **MODEL**
A desirable form sufficiently complete in detail to communicate completeness and wholeness and an accurate image. It is always intended to be a static facsimile of a working process.

APPENDIX B

JOB DESCRIPTIONS

FOR

VOLUNTEER SERVICES SYSTEM

Table of Contents

Directions for Developing Job Descriptions.............. B1
Coordinator, Volunteer Services System.................. B3
Advisory Council.. B4
Volunteer Services Assistant, Central Office
  Volunteer Programs.................................... B5
Volunteer Services Assistant, Building Level Operations.. B6
Volunteer Services Assistant, Personnel Operations....... B7
Community Resource Coordinator.......................... B8
Volunteer Program Chairman.............................. B9
Area Coordinator.. B10
Principal... B12
Staff Coordinator....................................... B13
Teacher... B14
Volunteer Building Coordinator.......................... B15
Volunteer... B17

DIRECTIONS FOR DEVELOPING JOB DESCRIPTIONS

It is important for an administrator to know, first, the purpose of his department in the organization's structure; second, the scope - areas of activity for which responsible: and third, the responsibilities of the position and the employees and volunteer concerned. In order to define these areas, a job description is essential. Three definitions describe what a job is and what it does.

> Job analysis is the procedure used in collecting information about a specific job. The objectives are:
>
> -To improve conditions of hiring, transferring and promoting employees or volunteers.
> -To establish an appropriate training program.
> -To act as a means of budgetary control.
>
> Job description can be defined as a written record of duties, requirements and responsibilities of a particular job (or a summary of a job analysis). It states significant duties and responsibilities involved in a specific job, but does not state expected results.
>
> Job specification is everything one needs to know concerning requirements of a job and the qualifications and abilities a worker needs. A complete job description includes a job specification.

Preliminary information which is needed to begin preparation of a Job Description including:

1) Where is the position located?
2) What duties are performed regularly?
3) From whom is work received?
4) What is done with work, and where is it sent?
5) What duties are performed at stated periods?
6) What duties are performed at irregular intervals?
7) To whom is the worker directly responsible?
8) How many employees does the worker supervise?
9) What instructions are received about work to be done?
10) What equipment is used in work?
11) What should be the lowest level of education required for job?

12) What special courses might be needed to perform job well?
13) What is most difficult part of work?
14) What is the proportion of time spent standing, sitting, moving or other physical positions?
15) What are physical requirements necessary for job?
16) What is the responsibility for workers under supervision?
17) What is the responsibility for money, valuables, and so on?
18) What contact is there with the general public?
19) What are the regular working hours?

Necessary items in a job description or specification are the following:

1) Title of the position.
2) Department where position is located.
3) Age range of position.
4) Statement as to whether male and female applicants accepted.
5) Hours of position, and shifts if any.
6) Pay rate, pay ranges and any bonuses.
7) Benefits such as vacations, sick leave, insurance and other privileges.
8) Upgrading possibilities.
9) Job summary explaining position and work requirements in detail.
10) Performance requirements.
11) Physical activities and working conditions.

JOB DESCRIPTION

TYPE OF WORK: COORDINATOR OF VOLUNTEER SERVICES SYSTEM

RESPONSIBILITY: The Coordinator of Volunteer Services System is responsible for administrative decisions related to the policies and procedures of the Volunteer Services System, its organization, subsystems and operations.

DUTIES OF JOB:

1) Enlists the support and encouragement of the superintendent and the Board of Education.
2) Supervises the on-going activities and operation of all volunteer services and programs.
3) Determines the development of new central office volunteer programs based upon recommendations from analyzed data reports and appropriate advisory bodies.
4) Determinesthe scope and direction of Building Level Operations.
5) Determines the policies and procedures governing volunteer personnel operations.
6) Supervises the development and maintenance of the budget.
7) Supervises all department personnel, staff and volunteers.
8) Serves as a permanent member of the Advisory Council and coordinates staff/Advisory Council activities.
9) Represents volunteer services in community meetings and activities.
10) Acts as liaison for state volunteers in education programs and volunteer activities in the local school district.
11) Meets and consults with other professionals in the field of volunteer services to discuss problems which will further program improvement.
12) Supervises programming for sensitizing school personnel to the effective utilization of volunteers.
13) Determines the appointment of all administrative volunteers.
14) Provides continuing supervision, motivation and counseling of volunteers.
15) Coordinates initiation and maintenance of open channels of communication and continual feedback for the volunteers and the volunteer programs.

DESIRABLE QUALIFICATIONS:

1) Has a Bachelor's Degree.
2) Has a valid teaching certificate.
3) Has experience working as a volunteer and with volunteers.
4) Has previous experience in leadership, administrative and decision-making activities.
5) Has previous experience in skills training.
6) Has complete familiarity and understanding of the workings of the Volunteer Services System.
7) Has capability of establishing and maintaining positive working relationships.

JOB DESCRIPTION

TYPE OF WORK: ADVISORY COUNCIL

RESPONSIBILITY:

1) Reviews and recommends purpose, scope, policy, goals and objectives to the Superintendent within the framework of the Board of Education policies and administrative regulations.
2) Supports the objectives and program of the volunteer services.
3) Provides effective and wise guidance of the school volunteer program and role in the community within the approved framework.
4) Promotes communication between the school volunteer program and organizations in the community concerned with the educational needs of students.
5) Periodically reviews evaluations in an effort to strengthen the program and quality of volunteer service.
6) Makes recommendations to the administration and to the Board of Education regarding the volunteer program and related concerns involving the education of students and the school system ties with the community.

DESIRABLE QUALIFICATIONS: Members of the school system and the community actively participating, knowledgeable and interested in the volunteers in education programs.

JOB DESCRIPTION

TYPE OF WORK: VOLUNTEER SERVICES ASSISTANT IN CHARGE OF CENTRAL OFFICE VOLUNTEER PROGRAMS

RESPONSIBILITY: The Assistant in Charge of Central Office Volunteer Programs is responsible for the supervision of all central office volunteer programs activities within the total framework of the Volunteer Services System.

DUTIES OF JOB:

1) Acts as liaison between the Volunteer Services System and the central office volunteer programs.
2) Supervises the activities of the Volunteer Program Chairmen working with the central office volunteer programs.
3) Provides training for Volunteer Program Chairmen so they can perform their duties as delineated in their job descriptions.
4) Initiates and maintains open channels of communication and feedback activities.
5) Coordinates the development and revision of all materials related to the operation of central office volunteer programs.
6) Coordinates the collection, cataloging and use of all Reference File materials.
7) Coordinates the development of new central office volunteer programs as directed by the Coordinator, Volunteer Services System.
8) Receives reports of analyzed data related to central office volunteer programs and coordinates the decision-making activities of Volunteer Program Chairmen based on these reported results.

DESIRABLE QUALIFICATIONS:

1) Has a Bachelor's Degree.
2) Has a valid teaching certificate.
3) Has experience working as a volunteer and with volunteers.
4) Has previous experience in leadership, administrative and decision-making activities.
5) Has previous experience in skills training.
6) Has complete familiarity and understanding of the workings of the Volunteer Services System.
7) Has capability of establishing and maintaining positive working relationships.

JOB DESCRIPTION

TYPE OF WORK: VOLUNTEER SERVICES ASSISTANT
IN CHARGE OF BUILDING LEVEL OPERATIONS

RESPONSIBILITY: The Assistant in Charge of Building Level Operations is responsible for the supervision of all Area Coordinator activities within the total framework of the Volunteer Services System.

DUTIES OF JOB:

1) Acts as liaison between the Volunteer Services System and the school volunteer programs.
2) Supervises field activities of Area Coordinators working with school volunteer programs.
3) Provides training for Area Coordinators so they can perform their duties as delineated in their job descriptions.
4) Initiates and maintains open channels of communication and feedback activities.
5) Coordinates the development and revision of all materials related to the operation of the school volunteer programs.
6) Coordinates all public relations and materials dissemination activities related to the operation of the school volunteer programs.
7) Coordinates the collection, tabulation, analysis and synthesis of all evaluation and needs assessment data.
8) Supervises the reporting of the evaluation and needs assessment results.

DESIRABLE QUALIFICATIONS:

1) Has a Bachelor's Degree.
2) Has a valid teaching certificate.
3) Has experience working as a volunteer and with volunteers.
4) Has previous experience in leadership, administrative and decision-making activities.
5) Has previous experience in skills training.
6) Has complete familiarity and understanding of the workings of the Volunteer Services System.
7) Has capability of establishing and maintaining positive working relationships.

JOB DESCRIPTION

YPE OF WORK: VOLUNTEER SERVICES ASSISTANT IN CHARGE OF PERSONNEL OPERATIONS

RESPONSIBILITY: The Volunteer Services Assistant in charge of Personnel Operations is responsible for the overall organization and management of the central office personnel operations and procedures. In addition, this assistant coordinates all public relations activities.

DUTIES OF JOB:

1) Acts as a liaison between the Volunteer Services System and the Data Processing Department.
2) Supervises the collection, compiling, retrieval and reporting of all statistical information.
3) Supervises the handling of all forms and the procedures comprising personnel operations.
4) Supervises office staff involved with volunteer personnel operations.
5) Provides training for all staff and volunteer personnel involved in interviewing potential volunteers.
6) Coordinates interviewing of all potential volunteers.
7) Coordinates the development and revision of all materials related to public relations and to office policies and procedures.
8) Coordinates all public relations and materials dissemination activities related to the operation of the central office volunteer programs.
9) Coordinates all activities pertaining to the recruitment of business and industry.

DESIRABLE QUALIFICATIONS:

1) Has a Bachelor's Degree.
2) Has a valid teaching certificate.
3) Has experience working as a volunteer and with volunteers.
4) Has previous experience in leadership, administrative and decision-making activities.
5) Has previous experience in skills training.
6) Has complete familiarity and understanding of the workings of the Volunteer Services System.
7) Has capability of establishing and maintaining positive working relationships.

JOB DESCRIPTION

TYPE OF WORK: COMMUNITY RESOURCE COORDINATOR

RESPONSIBILITY: The Community Resource Coordinator is responsible to Volunteer Services for the interviewing, screening and placement of volunteers in central office volunteer programs as requested by professional staff in a school.

DUTIES OF JOB:

1) Receives and processes volunteer applications.
2) Interviews and screens volunteers for central office volunteer programs.
3) Places screened volunteers in appropriate program.
4) Supervises the distribution of program handbooks and related materials as requested.
5) Maintains an up-to-date file of volunteers and receives evaluations of their effectiveness.
6) Receives continual information on assessment of needs for additional volunteer programs and on the availability of volunteers for these programs.

DESIRABLE QUALIFICATIONS:

1) Any combination of training and experience equivalent to completion of two years of college and two years experience in a community service organization. Substitutions: Additional college training may be substituted for the required experience on a year-to-year basis.
2) Good knowledge of school curriculum and programs; general knowledge of wide fields of occupational skills, hobbies, crafts; skilled in teaching and presenting ideas to groups of children and adults effectively; ability to relate with people of varied backgrounds and interests; ability to supervise effectively volunteer workers.

JOB DESCRIPTION

TYPE OF WORK: VOLUNTEER PROGRAM CHAIRMAN

RESPONSIBILITY: The Program Chairman is responsible to Volunteer Services for the management, orientation, training and evaluation of volunteer services in that specific volunteer program offered to any individual school in a school system.

DUTIES OF JOB:

1) Acts as a coordinator of all volunteers in a given program.
2) Acts as a liaison between the program volunteers and the Central Office.
3) Identify volunteer resource needs and suggests appropriate recruitment procedures.
4) Assists in the presentation of basic orientation for all volunteers in a given program.
5) Develops and provides needed pre-service and in-service training for all volunteers in a given program.
6) Develops and makes available all materials and supplies necessary for successful operation of program volunteers.
7) Encourages volunteer interaction so that volunteers may become acquainted with others who have similar interests to discuss progress, exchange ideas and constructive criticism and give reactions to other volunteers.
8) Communicates periodically with each volunteer in the program by telephone, personal contact, or written memo.
9) Communicates with a volunteer who has missed more than two consecutive weeks or who has not been coming on a regular basis to ascertain the reason and attempt to solve the problem.
10) Assists in the preparation of the evaluation report of the specific program by comparing program purpose, goals and objectives to evaluation data.

DESIRABLE QUALIFICATIONS:

1) Has had previous experience in a school volunteer program.
2) Has demonstrated leadership and administrative potential.

JOB DESCRIPTION

TYPE OF WORK: AREA COORDINATOR

RESPONSIBILITY: The Area Coordinator is responsible for acting as a liaison between the schools in the area and the Volunteer Services System for the purpose of establishing and maintaining a well-coordinated individual school volunteer program that fits within the Volunteer Services System.

DUTIES OF JOB:

1) Acts as the coordinator of all volunteers in the designated area.
2) Works cooperatively with other Area Coordinators for the successful operation of the school volunteer program.
3) Acts as liaison between the designated school and the Central Office.
4) Receives all records of volunteer activities in the individual schools, compiles them and provides a report to the appropriate people.
5) Facilitates the Building Level Operations in each school.
6) Assists in recruitment of resources at the area and building level.
7) Assumes responsibility for enlisting support of neighborhood agencies and publications under direction of the Volunteer Services System.
8) Assists in placement of volunteers in building.
9) Consults in training of volunteers at building level.
10) Consults in orientation sessions for building volunteers.
11) Acts as consultant in development of new programs at building level.
12) Assists in revising school volunteer program materials. materials.

13) Monitors and assists in the operational plan as developed in each school.
14) Identify names of identified volunteers for positions of greater responsibility in the total Volunteer Services System.
15) Assumes responsibility for developing and conducting training sessions appropriate to the situation.

DESIRABLE QUALIFICATIONS:

1) Has earned a Bachelor's Degree and a Teacher's Certification.
2) Has demonstrated skill in dealing with members of the community.
3) Has demonstrated some experience in volunteer work.
4) Shows willingness to serve in this capacity for a minimum of a school year.
5) Shows enthusiasm for the concept of volunteers in education.
6) Demonstrates capability for establishing positive working relationships.
7) Possesses ability to compile and assist in analyzing data pertaining to the Volunteer Services Office.
8) Has had previous experience in training of teachers and volunteers.
9) Has total familiarity with the materials and procedures of the Columbus Public Schools and the Volunteer Services System.
10) Has had experience with producing performance-based learning materials.

JOB DESCRIPTION

TYPE OF WORK: PRINCIPAL

RESPONSIBILITY: The Principal is responsible for the assessment of the building needs and desires for instituting an organized volunteer assistance program through the Volunteer Services System.

DUTIES OF JOB:

1) Decides, after careful assessment, to develop a school volunteer program.
2) Designates a staff member to fill the role of Staff Coordinator (The Principal may reserve this role for himself.)
3) Designates volunteer to fill the role of Volunteer Building Coordinator.
4) Works with appropriate representatives of the Volunteer Services System and selected school staff and neighborhood community members to design a volunteer program which meets building needs.
5) Cooperates with the appropriate representatives of the Volunteer Services System and the school staff and volunteers in managing the component parts of a working volunteer program (recruitment, placement, orientation, training and evaluation).
6) Participates in yearly Volunteer Services System evaluation of volunteer services and of the services provided by the Volunteer Services System.
7) Based on school data provided by the evaluation report, determines revisions needed for individual school volunteer program.
8) Terminates the participation of a volunteer worker when it is deemed necessary.

JOB DESCRIPTION

TYPE OF WORK: STAFF COORDINATOR

RESPONSIBILITY: The School Staff Coordinator is responsible to the Principal of the school in which he/she is a regular staff member.

DUTIES OF JOB:

1) Serves as a liaison between the school staff and the Volunteer Services System.
2) Serves as a resource person to teachers in the training program for the use of volunteers.
3) Assists the Volunteer Building Coordinator in presenting the training program for volunteers at the local school level.
4) Assists in placement of volunteers in the school according to documented needs.
5) Assists in administering, compiling and interpreting assessment instruments used to audit the effectiveness of the school volunteer program.
6) Provides feedback to the Area Coordinator concerning the school volunteer program.

DESIRABLE QUALIFICATIONS:

1) Is a regular school staff member. No additional salary increments are provided for this position.
2) Shows interest in volunteers as assistants in the school.
3) Shows willingness to cooperate with Area Coordinator in implementing the school volunteer program.
4) Has permission of Principal to attend periodic all-day workshops.
5) Is a person who communicates effectively with the school staff and persons in the community.

JOB DESCRIPTION

TYPE OF WORK: TEACHER

RESPONSIBILITY: The Teacher is responsible for cooperating with the building principal in assessing the building needs for a volunteer program and, if a volunteer program is instituted, with the designated representative of the Volunteer Services System and the school Staff Coordinator in monitoring the school volunteer program.

DUTIES OF JOB:

1) Participates in building staff orientation and training pertaining to the effective use of school volunteers.
2) Familiarizes volunteer with teacher's basic educational philosophy, expectations for volunteer assistance and classroom duties and procedures.
3) Familiarizes volunteer with work and rest areas available in the school.
4) Introduces volunteer to teachers in rooms near the classroom the volunteer services.
5) Issues textbooks or materials needed by the volunteer.
6) Provides appropriate task related in-service training, including an opportunity for the volunteer to observe the teacher working with students.
7) Provides time for teacher/volunteer planning and informal evaluation.
8) Participates in yearly evaluation of the volunteer services.
9) Recognizes volunteer's contributions by participating in planned building recognition programs and by periodically remembering to personally thank the volunteer.

JOB DESCRIPTION

TYPE OF WORK: VOLUNTEER BUILDING COORDINATOR

RESPONSIBILITY: The Volunteer Building Coordinator is responsible for being the liaison between the professional staff in the individual school and the volunteers serving in that school for the purpose of maintaining a well-coordinated school volunteer program.

DUTIES OF JOB:

1) Acts as the coordinator of all volunteers in the school building.
2) Works cooperatively with the Staff Coordinator for the successful operation of a school volunteer program.
3) Acts as a liaison between the school and the Area Coordinator.
4) Maintains all records of volunteer activities in the school for use by the Area Coordinator.
5) Takes responsibility for recruitment in the school community.
6) Enlists support of neighborhood agencies and publications under direction of the Area Coordinator.
7) Secures completed volunteer applications and trains volunteers to conduct the volunteer interview, discusses types of volunteer services needed in the school and places the volunteers.
8) Receives and processes new requests from teachers for volunteer services from the Staff Coordinator and locates volunteer(s) to fill that request.
9) Provides basic orientation for all volunteers in the individual school.
10) Trains volunteers in those special services particular to the needs of the school staff and assists the teacher, when asked, with her training of the volunteer.
11) Makes available all materials and supplies necessary for the successful operation of the volunteer program in the school.

12) Identifies volunteers for positions of greater responsibility in the total volunteer services system.
13) Assists school staff in the effective use of volunteers.
14) Determines need for workshop and in-service training to increase volunteer's capacity to serve.
15) Plans meetings for volunteers for exchange of ideas and problem solving.
16) Encourages creative ideas.
17) Arranges for substitutes when volunteer must be absent.
18) Arranges for recognition of volunteers' service.
19) Supervises volunteers.
20) Maintains regular communication with Area Coordinator.

DESIRABLE QUALIFICATIONS:

1) Demonstrates skill in dealing with members of the community.
2) Has some experience in volunteer work.
3) Is willing to serve in this capacity for a minimum of a school year.
4) Demonstrates enthusiasm for the concept of volunteers in education.
5) Demonstrates capability for establishing positive working relationships.
6) Resides in the individual school neighborhood.

JOB DESCRIPTION

TYPE OF WORK: VOLUNTEER

RESPONSIBLITY: The Volunteer is responsible for working under the direction of and in cooperation with the school professional in charge.

DUTIES OF JOB: Generally the volunteer assignment will involve tasks related to one or more of the following areas (for more specific delineation of duties see Scope of Volunteer Services, [redacted] Chapter I, Page 7

1) Providing instructional assistance.
2) Providing classroom assistance.
   - -Assisting with classroom chores
   - -Preparing materials requested by staff
   - -Providing clerical assistance
   - -Assisting with classroom enrichment or special events
3) Providing special services.
4) Assisting with monitoring activities.

DESIRABLE QUALIFICATIONS:

1) Shows a sense of dedication and a desire to assist the school staff in providing maximum educational opportunities for all children.
2) Shows positive attitude and an interest and enthusiasm for working with children.
3) Shows ability to work cooperatively with school personnel.
4) Shows adequate communication skills.
5) Has good physical health and moral character.
6) Has a negative prognosis from TB test.
7) Shows flexibility of skills.
8) Shows willingness to receive appropriate orientation and training.
9) Shows regularity of attendance.

APPENDIX C

SAMPLE FORMS
FOR
ON-GOING MONITORING AND FINAL APPRAISAL
OF
VOLUNTEER SERVICES

114

Table of Contents

Sample Monitoring Forms

Volunteer's Report Form.................................. C1
Volunteer Self-Evaluation Form........................... C2
Teacher and Volunteer Monitoring Activities.............. C3
Teacher's Monthly Report on Volunteer Services........... C5
Evaluation of Meetings Form.............................. C6
Volunteer Monthly Service Form........................... C7
Volunteer Sign-In Sheet.................................. C8
School Monthly Report Form............................... C9

Sample Appraisal Forms

Volunteer Appraisal...................................... C10
Teacher Appraisal.. C11
Elementary Student Appraisal............................. C12
Secondary Student Appraisal.............................. C17
Principal Appraisal...................................... C19
Administrative Staff Appraisal........................... C20
Volunteer Building Coordinator Annual Report............. C21
Impact of Volunteers on Students......................... C22
Assessment of Materials Made Available to the Volunteer... C23
Program Chairman Task Sheet.............................. C26

Volunteer Task Sheets:

- Library.. C27
- Pre-Kindergarten..................................... C28
- Health Services...................................... C29
- Tutor.. C31
- Community Resources.................................. C32
- Mini-Humanities...................................... C33

Sample Needs Assessment Forms

Administrative Volunteer Time Card....................... C34
Suggestions of New Ways for Utilizing Volunteer Service... C35
Community Survey... C36
Administrator Survey..................................... C39
Student Survey 9-12...................................... C43
Student Survey K-8 .... C45
Teacher Survey... C48
Principal's Survey....................................... C53
Volunteer Survey... C56

SAMPLE

VOLUNTEER'S REPORT FORM

(Please return this form after you have been a volunteer for about three weeks. It will help us keep up-to-date.)

NAME ______________________________ DATE ____________

ADDRESS ____

SCHOOL ASSIGNED ______________________________________

NAME OF INTERVIEWER __________________________________

WAS THE INTERVIEW? GOOD _____ TOO LONG _____ TOO HASTY _____

WORKING CONDITIONS (Your Comments) ____________________

____

____

____

Were you given sufficient training to start the job with a feeling of conficence? Yes _____ No _____

Do you understand the procedures of your particular job?
Yes _____ No _____

Do you consider this a satisfactory volunteer assignment:
Yes _____ No _____

Do you know of others who would be interested in volunteer work?

NAME	ADDRESS	PHONE

To Insure Privacy

Fold top portion of letter downward, then fold this portion up and staple or tape.

VOLUNTEER SELF-EVALUATION FORM

My Inner Self:

- -Patience
- -Tact
- -Poise
- -Sense of humor
- -Sense of worth
- -Freedom from withdrawing tendencies
- -Ability to profit from their own mistakes
- -Ability to take criticism
- -Successful personal adjustment to life
- -Ability to understand people
- -Desire to help pupils grow
- -Above all, respect for the students

My Outer Self:

- -Desire to improve self and secure further training
- -Uses tools he finds works best for him or her
- -Record of working with people
- -Excellent working relationships with staff and students
- -Appreciation and understanding of the entire educational program
- -A wholesome and optimistic outlook on life
- -A pleasing personal appearance
- -Must be able to gain trust of the pupils and inspire their confidence

How Am I Doing? ? ? ?

- -Do I plan for the activity to which I have been assigned thoroughly, hit and miss or just doing something?
- -Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
- -Do I have a plan for getting children into groups?
- -Do I observe closely so as to know children's or adults' likes, dislikes, preferences, enthusiasms, aversions, etc.?
- -Do I find opportunities for giving students choices or do I tell them what to do?
- -Have I given some individual help in classroom assignments?
- -Do I observe closely the techniques used by the teacher, and follow through when I am working with the group?
- -Do I emphasize the times when students behave well and minimize the times when they fail to do so?
- -Do I really listen to what students have to say?
- -Do I evaluate myself at intervals?
- -Do I accept criticisms and suggestions without becoming emotionally upset?
- -Do I follow directions of the teacher?
- -Do I try to develop a friendly attitude with all of my co-workers?
- -Do I give the teacher adequate notice of absences by reporting them to the office before the day begins?
- -Do I realize that my whole purpose for being in the classroom is to assist the teacher in order that the students might progress more rapidly?
- -Do I give too much help to students rather than allowing them time to think?
- -Do I refrain from interfering between another teacher and student unless called upon for assistance?
- -Do I avoid criticism of the student, teacher, and the school or agency?

(This self-evaluation form can be used at any point during a program. It can be used to suggest areas in which joint volunteer-professional training is needed.)

SAMPLE

TEACHER AND VOLUNTEER MONITORING ACTIVITIES

Appraisal should assess the level of mastery of specific objectives for making decisions as to whether further instructional activities should be pursued. In determining whether volunteers are mastering the objectives, three activities are suggested for assessing the effectiveness of volunteer services:

1) Model a planning session, make plans with the volunteer and provide for future planning sessions.

   Activities
   - Invite the volunteer to observe you during at least one planning session. Explain each step and be sure to define your goals and identify materials and procedures which you will be using to assess the effectiveness of the volunteer. If the volunteer needs help in organizing activities to work with students, share all materials you have collected and use.
   - Set aside a time before or after school and meet with the volunteer to establish long-range plans. Include any information about materials, supplies, equipment and procedures that will be helpful for the volunteer to better perform the duties assigned.

2) Develop a system for monitoring the activities of volunteer services.

   Activities
   - Make a list of the problems that might be encountered when monitoring, observing or keeping track of your volunteer. Then list several solutions to each of the expected problems after participating in either one of the following activities:
     - Participate with other participants in a brainstorming session to share solutions.
     - Meet with your staff coordinator to determine the alternatives.
   - Make a list of categories to look for when you do actually observe the volunteer in action. Share your feelings with others to unify your criteria. Share this with the volunteer in order for the volunteer to be familiar with your expectations and openly share your ideas with each other.

-Make a schedule of observation dates so your volunteer can be prepared. Using the criteria you planned before hand with the volunteer in Activity 2, monitor an activity being conducted by your volunteer. Use this time for observing only, do not discuss.

3) After planning and monitoring the activities of the school volunteer, conduct a critique session based on the former selected criteria.

Activities

-Participate in a role-playing session with others in order to anticipate the problems which might arise. After each role-playing session, brainstorm to find solutions and set criteria for critiquing.

-After observing the volunteer in action, set aside time to discuss the activity in private. The following points might be considered:

    -Do you think you accomplished your goals?
    -How did you feel as you were working?
    -How did you feel as you were being observed?
    -Did the students or others react the way you thought?
    -If you were to participate in the same activity again, what would you change?
    -What can be done to help you become more effective?

-After this critique session, discuss with the volunteer and others (possibly the resource person) the reinforcements or resources which could be useful to making the volunteer experience more meaningful.

SAMPLE

TEACHER'S MONTHLY REPORT
ON VOLUNTEER SERVICES FORM

SCHOOL ______________________________ MONTH ________________

NAME OF TEACHER ____

ADDRESS ____

Total hours worked ___________ Area of Assignment ______________

Briefly describe tasks volunteer performed:

Tasks	Description

List date or dates volunteer was assigned and did not report; if none, please state ____________________________________

Did volunteer notify office of absenteeism by phone ______________

or in person before date of absence? ________________ PLEASE CHECK

SAMPLE

EVALUATION OF MEETINGS FORM

This form must be completed after each in-service session. Please do not sign your name.

Topic ______________________________ Date _________________

Instructor __________________________

1. Was this in-service session relevant to your needs? ___________

2. List several ways in which it was/was not relevant.

   ____

   ____

   ____

3. List several ways you will use the things you have learned in this session when you return to the classroom.

   ____

   ____

   ____

4. Do you feel you would benefit from more in-service in the subject area presented today? ____________

5. Was the instructor well-prepared for this session? ___________

6. If the instructor was to make this presentation again, what improvements or changes would you suggest he or she make?

   ____

   ____

   ____

Comments: ____

____

____

MONT ________________

SAM' E

VOLUNTEER MONTHLY SERVICE FORM

SCHOOL ________________ NAME ________________

Date	Assignment	Staff	Room No.	Time Due	Time of Arrival	Time of Leaving	Daily Total

____
Total Hours Volunteered

VOLUNTEER SIGN-IN SHEET

WEEK OF ____________

NAME	DATE	IN	OUT	QUESTIONS, COMMENTS, REACTIONS

WEEKLY TOTAL

SAMPLE

SCHOOL MONTHLY REPORT FORM

(Due by First of Every Month)

SCHOOL ______________________________ AREA ______________

ADDRESS _____________________________ ZIP ______________

TELEPHONE NUMBER ______________________

PRINCIPAL ____________________________

VOLUNTEER BUILDING COORDINATOR ______________________________

1. Number of volunteers serving ____________
2. Number of requests __________________
3. Number of requests filled ______________
4. Number of hours served ________________

SAMPLE

VOLUNTEER SERVICES SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT

VOLUNTEER APPRAISAL OF VOLUNTEER SERVICES

Name ______________________________ Date ____________________

School ______________________________ Grade Level ______________

Name of volunteer program or service ____________________________

How long have you been working as a volunteer? ___________________

How many hours do you work each day? ___________________________

How many days per week? _____________________________________

1. To what degree are the following statements true for you? Please circle.
(1) Strongly Agree (2) Agree (3) Undecided (4) Disagree
(5) Strongly Disagree

a.	I was placed according to my interests and abilities	1	2	3	4	5
b.	I received adequate orientation at the school	1	2	3	4	5
c.	I feel in-service training enabled me to better perform my duties and responsibilities	1	2	3	4	5
d.	I felt the goals & objectives of the program were explained in the Volunteer's Handbook	1	2	3	4	5
e.	I felt the staff & principal were helpful in creating an atmosphere that enabled me to better perform my tasks	1	2	3	4	5
f.	I was willing to work under the direction of the teacher and principal	1	2	3	4	5
g.	I felt the children enjoyed working with me	1	2	3	4	5
h.	I enjoyed working in the school	1	2	3	4	5
i.	I saw evidence that my services were helpful	1	2	3	4	5
j.	I felt free to express my ideas & suggestions	1	2	3	4	5
k.	I received from the Volunteer Services Office information and materials which helped me perform my volunteer duties	1	2	3	4	5

2. I wish to continue as a school volunteer
Yes ___ No ___ If not, why? ______________________________

3. Please rate your communication with the following participants by circling the appropriate responses. (1) Highly Adequate (2) Adequate (3) Somewhat Adequate (4) Inadequate (5) Highly Inadequate

a.	Volunteer Services Office	1	2	3	4	5
b.	Principal	1	2	3	4	5
c.	Teacher	1	2	3	4	5
d.	Volunteer Building Coordinator	1	2	3	4	5

4. I want to keep the same assignment next year. Yes ___ No ___

5. I want to take on new responsibilities. Yes ___ No ___ If yes, explain what you would like to do. ______________________________
____

6. These are the strengths of the volunteer program as I view it:
a. ____
b. ____
c. ____

7. These are the weaknesses that I have observed:
a. ____
b. ____
c. ____

8. I would like the following new things to happen in the Volunteer Services Program next year:
________________________ ________________________
________________________ ________________________
________________________ ________________________

Please use the back of this questionnaire for additional comments and suggestions.

Thank you for completing this questionnaire.
Please return to the Volunteer Services Office.

SAMPLE

VOLUNTEER SERVICES SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT

TEACHER APPRAISAL OF VOLUNTEER SERVICES

Name ______________________ Date ______________

School ______________________ Grade Level ______________

Curriculum Area, If Applicable ______________________

Approximate Number of Students with whom Volunteers have Meaningful Contact ________ How many hours per day have you had the services of Volunteer(s)? ________ How many days per week? ________

1. To what degree are these statements true for you? Please indicate by circling. (1) Strongly Agree (2) Agree (3) Undecided (4) Disagree (5) Strongly Disagree

a.	Volunteers permit me to use more small group or individual instruction	1	2	3	4	5
b.	More time was available to devote to planning when a volunteer was in the classroom	1	2	3	4	5
c.	Volunteer assistance has made it possible for me to experiment with new methods of teaching	1	2	3	4	5
d.	Teacher and volunteer roles are clearly defined in relation of one to another	1	2	3	4	5
e.	The time involved in working with volunteers nets valuable results for pupils	1	2	3	4	5
f.	The orientation and training I received for utilizing volunteers is adequate	1	2	3	4	5
g.	Volunteer-student relationships are meaningful	1	2	3	4	5
h.	Volunteers are trained adequately to perform their duties	1	2	3	4	5
i.	A frank and open working relationship exists between teachers and volunteers	1	2	3	4	5

2. Please rate your communication with the following participants by circling the appropriate responses. (1) Highly Adequate (2) Adequate (3) Somewhat Adequate (4) Inadequate (5) Highly Inadequate

a.	Volunteer Services Office	1	2	3	4	5
b.	Area Coordinator	1	2	3	4	5
c.	Staff Coordinator	1	2	3	4	5
d.	Volunteer Building Coordinator	1	2	3	4	5
e.	Volunteers	1	2	3	4	5
f.	Community Resource Placement Coordinator	1	2	3	4	5

3. Would you like to have volunteers in your classroom next year?
Yes ___ No ___ If not, why? ______________________

4. These are the strengths of the volunteer program as I view it:
a. ______________________
b. ______________________
c. ______________________

5. These are the weaknesses that I have observed:
a. ______________________
b. ______________________
c. ______________________

6. I would like the following new things to happen in the Volunteer Services Program next year:
______________________ ______________________
______________________ ______________________
______________________ ______________________

Please use the back of this questionnaire for additional comments and suggestions.

Thank you for completing this questionnaire.
Please return to the Volunteer Services Office.

SAMPLE

VOLUNTEER SERVICES SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT

ELEMENTARY STUDENT APPRAISAL OF VOLUNTEER SERVICES

What Do The Children Think of School Volunteers?

Note to Teachers: Will you please explain to your students that we are trying to assess student educational needs as they relate to volunteer help. It is, therefore, important that they answer the questions truthfully. The first three are for teachers to answer.

1. Name of School ______________________________

Name of Teacher ______________________________

2. The grade level of this class is ___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8

(if a combination, check the grade with largest enrollment)

3. There are minority children in the class _____ yes _____ no

_______ 1-5   _______ 6-10   _______ over 10

- -

4. How many children in this room have been in classes where volunteers (explain who volunteers are) have helped? (You may not have had volunteers yet this year, but some children will have been in classes other years where people were used.)

_______ 0-10   _______ 11-20   _______ 21-30   _______ more

5. How many have had a volunteer who worked with him alone on his work (reading, math, etc.)?

_______ 0-10   _______ 11-20   _______ 21-30   _______ more

6. How many have had a volunteer help him check out or select a library book?

_______ 0-10   _______ 11-20   _______ 21-30   _______ more

7. How many have had a volunteer who read a story to a group he was in?

______ 0-10 ______ 11-20 ______ 21-30 ______ more

8. How many have had a volunteer help his class on the playground or in the halls?

______ 0-10 ______ 11-20 ______ 21-30 ______ more

9. How many have had a volunteer help his class on a trip away from the school?

______ 0-10 ______ 11-20 ______ 21-30 ______ more

10. How many have had a volunteer come to the class to talk about a special subject (community resources speaker)?

______ 0-10 ______ 11-20 ______ 21-30 ______ more

11. How many like having volunteers?

______ 0-10 ______ 11-20 ______ 21-30 ______ more

12. How many do not like having them?

______ 0-10 ______ 11-20 ______ 21-30 ______ more

Instruction: Direct the following questions only to those who do like having volunteers. (An easy way to keep track would be to have the "dos" sit on one side of the room and the "don'ts" in a different place.) Children may raise their hands for more than one response but only those who do like volunteers should respond to these questions.

I like volunteers to come to school because (check the appropriate grouping for each):

13. They help me with my school work.

______ 0-10 ______ 11-20 ______ 21-30 ______ over

14. They help me find good books to read.

______ 0-10 ______ 11-20 ______ 21-30 ______ over

15. They read stories that I like.

______ 0-10 ______ 11-20 ______ 21-30 ______ over

16. They show and tell interesting things.

______ 0-10 ______ 11-20 ______ 21-30 ______ over

17. They tell me things I couldn't find in books.

______ 0-10 ______ 11-20 ______ 21-30 ______ over

18. I became more interested in what we were studying after the volunteers talked.

______ 0-10 ______ 11-20 ______ 21-30 ______ over

19. It made me feel important when they came to our room.

______ 0-10 ______ 11-20 ______ 21-30 ______ over

20. They made what we were studying easier to understand.

______ 0-10 ______ 11-20 ______ 21-30 ______ over

21. I didn't have to do any work when they were here.

0-10	11-20	21-30	over

Ask children if there are other reasons they like volunteers. List other reasons they give and the number who agree.

Number

Number

Number

Instruction: Direct these questions only to those who do not like having volunteers. (Please see that only those counted in No. 12 respond to this.)

I do not like volunteers to come to school because:

22. They use words I can't understand.

0-10	11-20	21-30	over

23. I already know what they told us.

0-10	11-20	21-30	over

24. They were boring.

0-10	11-20	21-30	over

Ask children if there are other reasons they don't like volunteers. List other reasons they give and the number who agree.

______ ____
Number

______ ____
Number

______ ____
Number

25. How many children want the office to continue to arrange for volunteers to go to schools?

______	______	______	______
0-10	11-20	21-30	more

26. How many do not want volunteers to work with them?

______	______	______	______
0-10	11-20	21-30	more

27. Ask children what things (in additon to those mentioned) they think volunteers could do in their classroom to help them.

SAMPLE

VOLUNTEER SERVICES SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT

SECONDARY STUDENT APPRAISAL OF VOLUNTEER SERVICES

What Do The Students Think of School Volunteers?

Note to Teachers: Will you please explain to your students that we are trying to assess student education needs as they relate to volunteer help. It is, therefore, important that they answer the questions truthfully. The first three are for teachers to answer.

1. Name of School ______________________

   Name of Teacher ______________________

2. The grade level of this class is ____ 9 ____ 10 ____ 11 ____ 12

   (if a combination, check the grade with largest enrollment)

3. There are minority children in the class ____ yes ____ no

   ____ 1-5 ____ 6-10 ____ over 10

- -

4. How many students in this room have been in classes where volunteers helped students with their work or have presented material for enrichment of classroom work? (You may not have had volunteers yet this year, but some students will have been in classes other years where volunteers have helped.)

   ____ 0-10 ____ 11-20 ____ 21-30 ____ more

5. In what areas of school work or school life could you use assistance or guidance? i.e. How could qualified volunteers help in the schools?

6. What special qualification or training do you perceive a volunteer would need to perform the services you have advocated in No. 5?

7. If given the opportunity, would you be willing to be a volunteer to assist younger children with their school work?

________	________	________	________
0-10	11-20	21-30	more

VOLUNTEER SERVICES SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT

PRINCIPAL APPRAISAL OF VOLUNTEER SERVICES

Name ______________________________ Date ____________________

School ______________________________

Number of Volunteers Used __________ Estimated Need for Next Year __________

1. To what degree are these statements true for you? Please indicate by circling. (1) Strongly Agree (2) Agree (3) Undecided (4) Disagree (5) Strongly Disagree

a.	The Volunteer Services System Manual explains the purposes and procedures for utilizing volunteers clearly	1	2	3	4	5
b.	The procedures for recruiting volunteers have been satisfactory	1	2	3	4	5
c.	The procedures for interviewing volunteers have been satisfactory	1	2	3	4	5
d.	The general orientation and training programs provided for volunteers have been adequate in number and content	1	2	3	4	5
e.	The procedures for assigning volunteers to schools have been satisfactory	1	2	3	4	5
f.	Orientation and training of teachers and volunteers at the school have been adequate	1	2	3	4	5

2. Please rate your communication with the following participants by circling the appropriate responses. (1) Highly Adequate (2) Adequate (3) Somewhat Adequate (4) Inadequate (5) Highly Inadequate

a.	Volunteer Services Office	1	2	3	4	5
b.	Area Coordinator	1	2	3	4	5
c.	Staff Coordinator	1	2	3	4	5
d.	Volunteer Building Coordinator	1	2	3	4	5
e.	Volunteers	1	2	3	4	5

3. Would you like your school to participate in the Volunteer Services program next year?
Yes ___ No ___ If not, why? ______________________________

4. What specific ways are you planning to expand the use of volunteers in your school next year? ______________________________
____
____

5. Would you be willing to schedule staff development time for additional planning of your volunteer program next year?
Yes ___ No ___ If not, why? ______________________________

6. These are the strengths of the volunteer program as I view it:
a. ____
b. ____
c. ____

7. These are the weaknesses that I have observed:
a. ____
b. ____
c. ____

8. I would like the following new things to happen in the Volunteer Services Program next year:
______________________ ______________________
______________________ ______________________
______________________ ______________________

Please use the back of this questionnaire for additional comments and suggestions.

Thank you for completing this questionnaire.
Please return to the Volunteer Services Office.

SAMPLE

VOLUNTEER SERVICES SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT

ADMINISTRATIVE STAFF APPRAISAL OF VOLUNTEER SERVICES

Name ______________________________ Date ________________

School, If Applicable ______________________________

Program and/or Curriculum Area ______________________________

1. I have had an opportunity to observe volunteers in the school.
   Yes ___ No ___

2. I feel that volunteers present information or experiences that children and/or teachers would have difficulty finding elsewhere.
   Yes ___ No ___ If no, why? ______________________________
   ____

3. I believe this program is an asset to the school curriculum.
   Yes ___ No ___ If no, why? ______________________________
   ____

4. In general, the utilization of volunteers as suggested in the Manual by the Volunteer Services System has been helpful.
   Yes ___ No ___ If no, why? ______________________________
   ____

5. These are the strengths of the volunteer program as I view it:
   a. ______________________________
   b. ______________________________
   c. ______________________________

6. These are the weaknesses that I have observed:
   a. ______________________________
   b. ______________________________
   c. ______________________________

7. I would like the following new things to happen in the Volunteer Services program next year:
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________

Please use the back of this questionnaire for additional comments and suggestions.

Thank you for completing this questionnaire.
Please return to the Volunteer Services Office.

SAMPLE

VOLUNTEER SERVICES SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT

ANNUAL REPORT BY VOLUNTEER BUILDING COORDINATOR

School ____________________ Coordinator ____________________

1. Involvement of Personnel
    - a. Number of volunteers serving in classroom ________
    - b. Number of volunteers giving general school services ________
    - c. Number of volunteers giving office services ________
    - d. Number of volunteers giving services to individual children or small groups ________
    - e. Number of volunteers added to the program this year ________
    - f. Number of volunteers who dropped out of the program during the year ________
    - g. Total number of man hours during the year ________
    - h. Number of volunteers who wish to continue ________

2. Service
    - a. List the types of service the volunteer performed for the classroom teacher: ____________________
    - b. List the types of service the volunteer performed for the school or site outside the classroom activity: ____________________
    - c. List the types of service that were given to individual children or adults outside the classroom: ____________________

3. Training and Supervision

	YES	NO
a. Did members of the staff participate in:		
(1) the training of volunteers		
(2) the supervision of volunteers		
b. Was in-service done through		
(1) individual conferences		
(2) group conferences		
(3) printed material		
(4) demonstration techniques		
(5) observation of experienced volunteers		
c. Was adequate space available for volunteers to perform their duties?		

4. Books and Materials

	YES	NO
a. Do you have an adequate supply of instructional material?		
b. Do you have a satisfactory collection of textbooks?		
library books?		

5. Teacher Reaction
    - a. Number of teachers on staff ________
    - b. Number of teachers using volunteer classroom service ________
    - c. Number who have requested continuation of classroom service ________
    - d. Number of new requests for classroom service ________

6. Suggestions and comments you would like to add about the volunteer program. ____________________

Thank you for completing this questionnaire.
Please return to the Volunteer Services Office.

SAMPLE

VOLUNTEER SERVICES SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT

IMPACT OF VOLUNTEERS ON STUDENTS
(To be filled out by Teacher)

SCHOOL ______________________________ DATE ____________________

GRADE LEVEL ____________________

We need your help in rating the impact volunteers have on your students. Please check the appropriate responses.

	YES	NO	CAN'T TELL
1. Volunteer(s) have been regular in attendance	____	____	____
2. Volunteer(s) have worked harmoniously with students	____	____	____
3. Volunteer(s) provided appropriate models for students in behavior, speech and dress	____	____	____
4. Volunteer(s) helped the teacher maintain good order in the classroom	____	____	____
5. There was evidence that students enjoyed working with the volunteer(s)	____	____	____
Student Progress			
6. Volunteer(s) have been a motivating force for student(s)	____	____	____
7. I have noticed a behavior change in student(s) working directly with volunteer(s)	____	____	____
8. There have been definite academic changes in students working directly with volunteer(s)	____	____	____
9. Student('s) attitudes toward volunteer(s) are favorable	____	____	____
10. There has been an improvement in school attendance of student(s) working directly with volunteer(s)	____	____	____

SAMPLE

ASSESSMENT OF MATERIALS MADE AVAILABLE TO THE VOLUNTEER

ORIENTATION OR GENERAL HANDBOOK

SCHOOL VOLUNTEER HANDBOOK

PURPOSES:

(1). To introduce individual volunteers to the Columbus Public School's volunteer programs (a history of . . . a capsule of programs now offered)

Ineffective Effective
1 2 3 4 5

Comments:

(2). To establish basic volunteer needs of the Columbus Public Schools.

Ineffective Effective
1 2 3 4 5

Comments:

(3). To identify basic contributions to be made by Columbus Public Schools volunteers.

Ineffective Effective
1 2 3 4 5

Comments:

(4). To establish basic volunteer application process.

Ineffective Effective
1 2 3 4 5

Comments:

(5). To explain basic volunteer selection and placement process.

Ineffective Effective
1 2 3 4 5

Comments:

(6). To present basic guidelines for continued training.

Ineffective Effective
1 2 3 4 5

Comments:

(7). To establish basic volunteer roles.

Ineffective Effective
1 2 3 4 5

Comments:

(8). To establish basic rules for the volunteer to work within the individual school.

Ineffective Effective
1 2 3 4 5

Comments:

(9). To establish quidelines for the volunteer to work with the school principals and the classroom teacher.

Ineffective Effective
1 2 3 4 5

Comments:

TRAINING HANDBOOKS

Program related handbooks
Degree of effectiveness of material

(1). Complete Does the handbook contain all the material the volunteer needs to know to do her job?

Ineffective Effective
1 2 3 4 5

Comments:

(2). Logical Is the material presented in a logical easy to find way? Can the handbook really be used as a handbook?

Ineffective Effective
1 2 3 4 5

Comments:

(3). Precise Is the material to the point?

Ineffective Effective
1 2 3 4 5

Comments:

(4) Concise Is the material stated in a minimum of words?

Ineffective Effective
1 2 3 4 5

Comments:

(5). Simple Is the material easy to read and understand?

Ineffective Effective
1 2 3 4 5

Comments:

Degree of Effectiveness of Format

(1). Logical Is the material arranged in a meaningful way?

Ineffective Effective
1 2 3 4 5

Comments:

(2). Simple Is it easy to locate material?

Ineffective Effective
1 2 3 4 5

Comments:

Please feel free to discuss any material in the orientation or training handbooks which you feel needs to be altered by additions or deletions or in any other way needs to be improved.

PROGRAM CHAIRMAN TASK SHEET

Please rate the following tasks, using the rating scale below. Note that the importance of the task may be rated independently of the frequency of the performance (i.e., the fact that you have not performed a task does not mean that it might not be important).

Frequency of Performance	Importance	Degree of Preparedness
0. never	0. of no importance	0. not at all
1. occasionally	1. of minor importance	1. inadequately
2. frequently	2. of average importance	2. adequately
3. continually	3. of great importance	3. very well

TASK - Program Chairman	Frequency of Performance	Importance	Degree of Preparedness
1. Coordinates personnel recruitment.			
2. Provides recruitment information for publicity purposes.			
3. Conducts personal interviews.			
4. Supervises placement.			
5. Formulates goals and objectives for programs.			
6. Defines expected results for programs.			
7. Acts as a direct liason with Volunteer Services Office, Advisory Council and Steering Committee.			
8. Directs communications to volunteers for purposes of feedback and retention.			
9. Co-ordinates program orientation.			
10. Co-ordinates program training.			
11. Co-ordinates program recognition.			
12. Co-ordinates program evaluation.			
13. Plans, arranges and chairs committee meetings.			
14. Communicates with volunteers concerning placement and training.			
15. Co-ordinates the printing of program materials.			
16. Provides information for media publicity and the school newspaper.			
17. Represents, in the community, a positive force for school volunteerism.			
18. Facilitates positive open-door relationships between the school and the community.			
19. Compiles and reports program statistics and evaluation findings to Volunteer Services Office.			

Please list additional tasks you feel a chairman in your program could effectively perform. Also, please note and explain tasks areas in which any problem exists or in which further explanation seems necessary.

SAMPLE

VOLUNTEER TASK SHEET

Please rate the following volunteer tasks, using the rating scale below. Note that the importance of the task may be rated independently of the frequency of the performance (i.e., the fact that you have not performed a task does not mean that it might not be important).

Frequency of Performance	Importance	Degree of Preparedness
0. never	0. of no importance	0. not at all
1. occasionally	1. of minor importance	1. inadequately
2. frequently	2. of average importance	2. adequately
3. continually	3. of great importance	3. very well

TASK - Library Volunteer	Frequency of Performance		Importance		Degree of Preparedness	
	Aide	W/O Aide	Aide	W/O Aide	Aide	W/O Aide
1. Opens and closes library.						
2. Checks to see who from scheduled class has an overdue book.						
3. Supervises classes assigned to library.						
4. Checks out books selected by students.						
5. Replaces filled date due slips, cards, books.						
6. Checks books for damage.						
7. Shelves books.						
8. Files over-due book cards under appropriate room numbers.						
9. Prepares circulation reports.						
10. Places damaged books with a note of explanation in the snag pile.						
11. Sends home with a student, a form noting the fine for damaged book or the charge for a lost book.						
12. Reminds students to continue looking for lost books.						
13. Assists students in finding material in reference books.						
14. Assists students in book selections.						
15. Instructs students in book selection.						
16. Prepares and presents special programs for classes in library skills instruction.						
17. Reads stories to children during library period.						
18. Handles processing of books that arrive in the library.						
19. Tells stories with use of the felt board.						
20. Operates filmstrip projectors, record players, tape recorders, etc.						
21. Prepares materials for library display (i.e., bulletin boards, book tables, etc.)						
22. Maintains discipline in the library.						
23. Straightens and cleans library equipment and supplies.						
24. Files catalog cards.						

Please list additional tasks you feel a volunteer in your program could effectively perform. Also, please note and explain tasks areas in which any problem exists or in which further explanation seems necessary.

SAMPLE

VOLUNTEER TASK SHEET

Please rate the following volunteer tasks, using the rating scale below. Note that the importance of the task may be rated independently of the frequency of the performance (i.e., the fact that you have not performed a task does not mean that it might not be important).

Frequency of Performance	Importance	Degree of Preparedness
0. never	0. of no importance	0. not at all
1. occasionally	1. of minor importance	1. inadequately
2. frequently	2. of average importance	2. adequately
3. continually	3. of great importance	3. very well

TASK - Pre K Volunteer	Frequency of Performance	Importance	Degree of Preparedness
1. Working, when directed by the teacher, with small groups or individuals who need special attention or practice in some learning area.			
2. Assisting in and providing enrichment in music, art and drama.			
3. Filing, categorizing and cataloging materials used in the classroom.			
4. Duplicating materials on school machines for teacher use.			
5. Setting up and operating audio-visual equipment (filmstrip projector, tape recorder, etc.)			
6. Preparing materials for and telling stories.			
7. Preparing materials for and demonstrating creative art or craft projects.			
8. Preparing materials for classroom display (i.e., bulletin boards, interest tables, etc.)			
9. Setting up and supervising games in class or on playground.			
10. Assisting in monitoring movements of children (in halls, on playgrounds, boarding buses in lavatories, etc.)			
11. Assisting in preparing, passing out and cleaning up children's snacks.			
12. Assisting in cleaning up classroom equipment and supplies.			
13. Assisting in maintaining discipline on the playground and in enforcing playground rules.			

Please list additional tasks you feel a volunteer in your program could effectively perform. Also, please note and explain tasks areas in which any problem exists or in which further explanation seems necessary.

SAMPLE

VOLUNTEER TASK SHEET

Please rate the following volunteer tasks, using the rating scale below. Note that the importance of the task may be rated independently of the frequency of the performance (i.e., the fact that you have not performed a task does not mean that it might not be important).

Frequency of Performance	Importance	Degree of Preparedness
0. never	0. of no importance	0. not at all
1. occasionally	1. of minor importance	1. inadequately
2. frequently	2. of average importance	2. adequately
3. continually	3. of great importance	3. very well

TASK - Health Services Volunteer First Aid	Frequency of Performance	Importance	Degree of Preparedness
1. Assist nurse when she is in the office			
2. Keeps nurse's office open to treat the child who has an accident or becomes suddenly ill.			
3. Assists in sending child, who requires immediate attention, to appropriate hospital.			
4. Fills out hospital referral and report to be sent to Superintendent's Office.			
5. Assists in sending home an an injured child who does not require immediate hospital attention.			
6. Fills out accident report to be sent to Superintendent's Office.			
7. Clears eye of loose foreign object by irrigation or the use of moist cotton applicator.			
8. Refers pupil to physician after cautioning him not to rub eye and after applying Neospirin drops and a sterile dressing.			
9. Irrigates eye effected by irritant chemicals with quantities of water.			
10. Applies a large sterile dressing to burn area and notifies parents.			
11. Cleanses wound area with Phisotex and tap water and applies a sterile dry dressing and sees that parents are notified.			
12. Avoids re-dressing wounds for children.			
13. Advises that a wound requiring stitches be treated in 4-6 hours.			
14. Advises parents, or in their absence the emergency squad, be called in case of suspected fracture.			
15. Avoids first aid to suspected fracture cases, except in the case of hemorrhage, at which time sterile bondage and pressure is applied to stop bleeding.			
16. Cleanses animal bite wound and applies clean, sterile dressing.			
17. Sees that all bite cases are reported to proper authorities.			
18. Advises that in the case of acute sudden illness, parents, or if they are unavailable, the emergency squad be notified.			

TASK - Health Services Volunteer First Aid	Frequency of Performance	Importance	Degree of Preparedness
19. Advises that a child with a draining ear be excluded from school until the condition subsides or a physician's statement that the condition is "non-infectious" is submitted by the parents.			
20. Places cotton in the ear of a child complaining of earache and notifies parents.			
21. Places cotton moistened with oil of clove on tooth containing a cavity and notifies parents of need of dental care.			
22. Sees that parent is contacted immediately in case of injury to permanent teeth.			
23. Wraps dislodged tooth in moist sterile dressing and gives it to parents.			
24. Inventories periodically the first aid cabinet for adequate supplies.			
25. Takes temperature of ill child when necessary.			
26. Cleans thermometer.			
27. Supervises child who for some reason needs to rest in the nurse's office.			
28. Fills out forms under the direction of the school nurse.			
29. Keeps records up to date and organized under direction of school nurse.			

Please list additional tasks that you feel a volunteer in your program could effectively perform. Also, please note and explain task areas in which any problem exists or in which further explanation seems necessary.

VOLUNTEER TASK SHEET

Please rate the following tasks, using the rating scale below. Note that the importance of the task may be rated independently of the frequency of the performance (i.e., the fact that you have not performed a task does not mean that it might not be important).

Frequency of Performance	Importance	Degree of Preparedness

TASK - Tutor	Frequency of Performance	Importance	Degree of Preparedness
1. Works with one student on a one-to-one basis.			
2. Helps student with reading problems.			
3. Must work 2½ day sessions one coinciding with that of reading teacher/			
4. Is assigned 3 or 4 students for a 40-minute period.			
5. Supervised by reading teacher and has conferences with teacher.			
6. Must attend in-service training.			
7. Makes own lesson plans.			
8. Creates enrichment games.			
9. May use records or tape recorders.			

Please list additional tasks you feel a volunteer in your program could effectively perform. Also, please note and explain tasks areas in which any problem exists or in which further explanation seems necessary.

VOLUNTEER TASK SHEET

Please rate the following tasks, using the rating scale below. Note that the importance of the task may be rated independently of the frequency of the performance (i.e., the fact that you have not performed a task does not mean that it might not be important).

Frequency of Performance	Importance	Degree of Preparedness
0. never	0. of no importance	0. not at all
1. occasionally	1. of minor importance	1. inadequately
2. frequently	2. of average importance	2. adequately
3. continually	3. of great importance	3. very well

TASK - COMMUNITY RESOURCES Screening Chairman	Frequency of Performance	Importance	Degree of Preparedness
1. Coordinates all screeners.			
2. Fills vacancies of screeners			
3. Relates needs of new volunteers and screeners.			
4. Clears all volunteer names and distributes them to placement coordinator.			
5. Checks all personnel cards to be sure they are complete.			
6. Placement coordinators direct contact.			
7. Works directly with Chairman of Community Resources and Placement coordinator.			
Screeners			
1. Find new resource volunteers as needs arise.			
2. Filter new names to screening chairman			
3. Explore new categories of resource volunteers.			
4. Filter new categories to placement coordinator.			
Community Resource Volunteer			
1. Is on call a minimum of 3 times a year to go into a classroom.			
2. Is placed into classroom by placement coordinator.			
3. Does a presentation on a given topic for 45 minutes or longer.			
4. Is carefully screened by screeners then placed on file.			
Secretary			
1. Receives mail.			
2. Helps keep files up-dated			

Please list possible additional tasks or note and explain problem areas.
(Use back of sheet)

VOLUNTEER TASK SHEET

Please rate the following tasks, using the rating scale below. Note that the importance of the task may be rated independently of the frequency of the performance (i.e., the fact that you have not performed a task does not mean that it might not be important).

Frequency of Performance	Importance	Degree of Preparedness
0. never	0. of no importance	0. not at all
1. occasionally	1. of minor importance	1. inadequately
2. frequently	2. of average importance	2. adequately
3. continually	3. of great importance	3. very well

TASK - Mini-Humanities	Frequency of Performance	Importance	Degree of Preparedness
1. Works in inner-city 6th grades who have reading proficiency			
2. Two hours per week - 5 to 6 students.			
3. Arranges field trips (3-4 hours) per month. Arranges transportation.			
4. Encourages reading for pleasure by introducing books.			
5. Drives car			
6. Has degree in education.			
7. Attends training session.			
8. Works with guidance counselor and librarians.			

Please list additional tasks you feel a volunteer in your program could effectively perform. Also, please note and explain tasks areas in which any problem exists or in which further explanation is necessary.

SAMPLE

ADMINISTRATIVE VOLUNTEER TIME CARD

NAME ______________________________ TELEPHONE ____________

ADDRESS ______________________________ ZIP ____________

VOLUNTEER ACTIVITY ______________________________

Please keep track of your volunteer hours. At the end of the school year you will be asked to supply your total hours of volunteer service. This is most helpful to our program in measuring its growth from year to year. It should also be helpful to you in keeping your Federal Income Tax Records. A letter will be sent to you at the end of the calendar year from our office validating your total hours of volunteer service.

Your help will be appreciated.

FILL IN HOURS OF SERVICE ON DATES GIVEN. ADD TOTAL FOR MONTHS.

YEAR 19__	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	MON T
S																																
OCT																																
NOV																																
DEC																																
JAN																																
FEB																																
MAR																																
APR																																
MAY																																
JUN																																
JUL																																
AUG																																
																															YEAR'S TOTAL	

SAMPLE

VOLUNTEER SERVICES SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT

SUGGESTIONS OF NEW WAYS FOR UTILIZING VOLUNTEER SERVICE

NAME ______________________________ TELEPHONE __________

ADDRESS ______________________________ ZIP __________

POSITION/ROLE ______________________________

The Volunteer Services System is always looking for new ways to meet the ever-changing needs of students through volunteer activities. Please assist us by providing your valuable ideas. To help us, please provide information concerning the following:

1. What is and how great is this need?

2. What grade levels are involved? __________

3. How many schools would be involved? __________

4. In what ways could volunteers service this need?

5. What special talents, skills or experiences would the volunteer need to enrich this newly developed volunteer program?

6. What kinds of training do you feel would benefit the volunteers to perform their assigned tasks?

7. What kinds of materials do you feel would be necessary for this volunteer program?

8. When would you like to see this program go into effect?

9. What is your commitment to the development and coordination of this volunteer program?

VOLUNTEER SERVICES OFFICE
COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

ASSESSING THE NEEDS OF THE SCHOOL VOLUNTEER PROGRAM
(Community Survey)

Name ____

Position or Type of Work ______________________________

Directions

Please answer the following questions as well as you can by a) circling all appropriate responses and b) answering in your own words wherever your open response is requested.

Thank you.

A. BACKGROUND

1. Have you worked (directly or indirectly) with school volunteers?

   a) No

   b) Yes (please specify how) ______________________

   ____

2. Have you worked directly with the Volunteer Services Office?

   a) No

   b) Yes (please specify how) ______________________

   ____

3. If you have worked directly with the Volunteer Services Office, have you been satisfied with the contact(s)?

a) Yes

b) No (please specify) ______________________________

____

c) Not applicable

4. Have you ever been a school volunteer?

a) No

b) Yes (please specify the area(s)) ___________________

____

B. ASSESSMENT OF NEEDS

5. Please rate the importance of using volunteers in each of the following areas (circle the most appropriate number):

		Very Important		Somewhat Important		Not Important
a)	Individual remedial help (tutoring)	4	3	2	1	0
b)	Group remedial help in a subject matter area	4	3	2	1	0
c)	Individual accelerated help in a subject matter area	4	3	2	1	0
d)	Group accelerated help in a subject matter area	4	3	2	1	0
e)	Library assistance (selecting books, story-telling, etc.)	4	3	2	1	0

	Very Important		Somewhat Important		Not Important
f) Playground (or halls) assistance	4	3	2	1	0
g) Field trips or other on-site visits away from school	4	3	2	1	0
h) Community resources (speakers to discuss various topics of potential interest)	4	3	2	1	0
i) Office assistance (helping secretaries in various student-related activities)	4	3	2	1	0
j) Teacher assistance (paper work, grading, working with students on projects, etc.)	4	3	2	1	0

6. Please list any other areas in which you think volunteer services are important and should be offered:

____

____

____

____

____

7. Please list any suggestions you may have regarding the role of the community in recruiting, placing, supervising, and evaluating school volunteers:

____

____

____

____

VOLUNTEER SERVICES OFFICE
COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

ASSESSING THE NEEDS OF THE SCHOOL VOLUNTEER PROGRAM
(Administrator Survey)

Name ______________________________

Position ______________________________

Directions

Please answer the following questions as well as you can by a) circling all appropriate responses and b) answering in your own words wherever your open response is requested.
Thank you.

A. BACKGROUND

1. Have you worked (directly or indirectly) with school volunteers?

   a) No

   b) Yes (please specify how) ______________________________

   ____

2. For the following list of volunteer related activities please check a) those in which you play or have played a role; and b) those in which you feel an administrator in your role should be involved:

Type of Activity	a) am or have been involved	b) should be involved
Recruitment		
Placement		
Supervision		
Evaluation		
Program Planning		
Teacher Orientation		
Volunteer Orientation		
Teacher Training		
Volunteer Training		

3. Have you worked directly with the Volunteer Services Office?

   a) No

   b) Yes (please specify how) ______________________________

   ____

4. If you have worked directly with the Volunteer Services Office, have you been satisfied with the contact(s)?

   a) Yes

   b) No (please specify) ______________________________

   ____

   c) Not applicable

5. Have you ever been a school volunteer?

   a) No

   b) Yes (please specify the area(s)) ______________________

   ____

B. ASSESSMENT OF NEEDS

6. Please rate the importance of using volunteers in each of the following areas (circle the most appropriate number):

	Very Important		Somewhat Important		Not Important
a) Individual remedial help (tutoring)	4	3	2	1	0
b) Group remedial help in a subject matter area	4	3	2	1	0
c) Individual accelerated help in a subject matter area	4	3	2	1	0
d) Group accelerated help in a subject matter area	4	3	2	1	0
e) Library assistance (selecting books, storytelling, etc.)	4	3	2	1	0
f) Playground (or halls) assistance	4	3	2	1	0
g) Field trips or other on-site visits away from school	4	3	2	1	0
h) Community resources (speakers to discuss various topics of potential interest)	4	3	2	1	0
i) Office assistance (helping secretaries in various student-related activities)	4	3	2	1	0
j) Teacher assistance (paper work, grading, working with students on projects, etc.)	4	3	2	1	0

7. Please list any other areas in which you think volunteer services are important and should be offered:

____

____

____

____

____

____

8. Please list any suggestions you may have regarding the role of the administrator in recruiting, placing, supervising, and evaluating school volunteers:

____

____

____

____

____

____

VOLUNTEER SERVICES OFFICE
COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

ASSESSING THE NEEDS OF THE SCHOOL VOLUNTEER PROGRAM
(Student Survey 9-12)

To be filled out by the Teacher

Name of Teacher ______________________ Grade Level __________

School ______________________________ Number of Students in the class today ______

Directions

Please explain to your students that a special group from the Columbus Public Schools is trying to find out what kinds of volunteer help are needed in the school. Please read to the students the following definition of a volunteer: A volunteer is someone who comes into the school to help students. A volunteer is not paid for this but donates his or her time. For example, a volunteer could assist in the following ways: by tutoring, by assisting in the library or on field trips, by speaking on special topics of interest, etc. Record group responses (e.g., based on a show of hands) in the appropriate space(s) for each of the following items:

A. BACKGROUND

1. How many students in this room have come in contact with volunteers during junior high school or high school. (please record the number of students responding for each category).

_________________ no contact

_________________ occasional contact

_________________ frequent contact

B. NEEDS ASSESSMENT

2. In what ways could volunteers help in our school? (List student suggestions.)

____

____

____

____

____

3. In what ways do the students feel they as secondary school students could be helpful as volunteers working with younger students? (List student suggestions.)

____

____

____

____

____

4. If given the opportunity, how many students would volunteer to help younger students?

_______ number of students responding

VOLUNTEER SERVICES OFFICE
COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

ASSESSING THE NEEDS OF THE SCHOOL VOLUNTEER PROGRAM

(Student Survey K-8)

To be filled out by the Teacher

Name of Teacher ____________________ Grade Level ________

Number of Students in the class today ______

School ____________________________

Directions

Please explain to your students that a special group from the Columbus Public Schools is trying to find out what kinds of volunteer help are needed in the school. Please read to the students the following definition of a volunteer: A volunteer is someone who comes into the school to help students. A volunteer is not paid for this but donates his or her time. For example, a volunteer could assist in the following ways: by tutoring, by assisting in the library or on field trips, by speaking on special topics of interest, etc. Record group responses (e.g., based on a show of hands) in the appropriate space(s) for each of the following items.

A. BACKGROUND

1. How many students have been in classes in which volunteers were helping students in the following ways? How many liked having this kind of help.

Number of Students Responding

Type of Help	Liked Having Help	
______	__________	a) Helping individuals or groups in subject matter areas (help in reading, solving problems, etc.)
______	__________	b) Using the library
______	__________	c) Organizing the playing of games, etc. (on the playground, in the gym, etc.)
______	__________	d) Helping on field trips or other out-of-school activities.
______	__________	e) Speaking to the class on various topics.

2. Based on their experience with volunteers, how many students feel that:

______ a) They feel important when a volunteer helped them.

______ b) They have learned some worthwhile thing from a school volunteer.

______ c) They couldn't understand what the volunteer said.

______ d) They already knew what the volunteer talked about.

______ e) They became more interested in what they were stydying after a volunteer worked with them.

______ f) They understood their lessons better after a volunteer worked with them.

3. What do the students like most about volunteers?
(List responses)

____

____

____

____

____

4. What do the students dislike most about volunteers?
(List responses)

____

____

____

____

____

B. NEEDS ASSESSMENT

5. How many students would like to have more adult volunteers come to work with them at school?

____

6. How many students would like to have older students come to work with them at school?

____

VOLUNTEER SERVICES OFFICE
COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

ASSESSING THE NEEDS OF THE SCHOOL VOLUNTEER PROGRAM
(TEACHER SURVEY)

Name of Teacher ________________________ ___________Grade Level ______

Building ______________ Number Years of Teaching Experience ______________

Directions
Please answer the following questions as well as you can by (a) circling or checking all appropriate responses and by (b) answering in your own words wherever your open response is requested. Thank you.

A. BACKGROUND

1. Have you used volunteers in your classroom within the last two years?

   (a) Yes (b) No

2. From what source(s) have you obtained your volunteers?
   (a) Check the appropriate source(s).
   How educationally valuable has the volunteer help been?
   (b) Check the most appropriate numbers in Column b.
   (2) Very Educationally Valuable
   (1) Somewhat Educationally Valuable
   (0) Not Educationally Valuable

USING THE INFORMATION ABOVE, PLEASE RESPOND TO THIS TABLE:

EXISTING VOLUNTEER PROGRAMS	(a) Volunteer Services Office	(a) Other Sources	(b) How Educationally Valuable?		
			(2)	(1)	(0)
a) Pre-Kindergarten					
b) Library					
c) Tutorial					
d) School Health					
e) Community Resources					
f) Mini-Humanities					
g) Other (please identify					

E-1
11/73

C 48

Authorization: CLD
Ref. No.: 047

3. In general, how satisfied have you been with the volunteer program within your classroom? Please circle.

   a) very satisfied
   b) somewhat satisfied
   c) not satisfied (please explain) ____________________
   d) not applicable

4. Would you like to have volunteers helping you in your classroom? (Circle appropriate response)

   a) yes
   b) no
      If no, explain why ____________________

   ____

5. If you would like to have volunteers, what are the acceptable method(s) for you to request assistance? Rate the following methods by checking the appropriate column.

Methods of Requesting Volunteers	Acceptability of Method	
	Acceptable	Not Acceptable
a) Telephone Call to Volunteer Service Office		
b) Written application to Volunteer Service Office		
c) Contact a volunteer coordinator assigned to your building		
d) Be interviewed periodically by a Volunteer Services Office representative		
e) Request services from the building principal		
f) Sign a request sheet in teacher's lounge of school office		
g) Other (please list) ____________________ ____________________ ____________________		

6. Have you ever been a volunteer?

   (a) Yes (b) No

E-2
11/73

Authorization: CLD
Ref. No.: 047

B. ASSESSMENT OF NEEDS

The following list itemizes areas in which school children may need assistance or enrichment in addition to that offered in the classroom. Using the rating scale provided, please rate each subject area according to the needs you perceive children have for it. In addition, in the space provided, briefly explain how a volunteer could help. Think in terms of tasks a volunteer could perform with children individually or in small groups and also in terms of tasks the volunteer could perform to free the teacher to work with individual children.

How Important Is The Need?

4. Very Important
3.
2. Somewhat Important
1.
0. Not Important

How often does this need occur?

3. Daily
2. Weekly
1. Seldom
0. Never

Areas in Which Volunteers Could Help		How Important Is The Need?	How Often Need Occurs	How a Volunteer Might Best Help
Reading	One to One			
	Group			
Printing	One to One			
	Group			
Handwriting	One to One			
	Group			
Spelling	One to One			
	Group			
Arithmetic Drill	One to One			
	Group			
Social Studies	One to One			
	Group			
Science	One to One			
	Group			
Selecting Books	One to One			
	Group			
Art	One to One			
	Group			

E-3
11/73

C53

Authorization: CLD
Ref. No.:047

Areas in Which Volunteers Cou[illegible] Help		How Important Is The Need?	How Often Need Occurs	How a Volunteer Might Best Help
Music	One to One			
	Group			
Drama	One to One			
	Group			
Dance	One to One			
	Group			
Setting Up Laboratory Materials	One to One			
	Group			
Additional Information about				
Home and Community				
Career Opportunities				
People and Places				
Environment				
Health and Safety				
Additional Supervision:				
Playground				
Bus Boarding				
Cafeteria				
Halls				
Lavatory				
Crossing Streets				
Class and Field Trips				

E-4
11/73

C59

Authorization: CLD
Ref. No.: 047

Areas in Which Volunteers Could Help	How Important Is The Need?	How Often Needs Occurs	How a Volunteer Might Best Help
Additional Information about: Health Programs-First Aid, Innoculations, Vision Tests, Referral to Dental Clinics, etc.			
School Clubs, Activities and Co-curricular Programs			
Enrichment from: Room Decorations			
Picture File for Classroom Use			
Special Holiday Programs			
Hall Case Displays			
Helping students with personal needs, i.e., offering friendly attention and a willingness to listen.			

E-5
11/73

C58

Authorization: CLD
Ref. No.:047

VOLUNTEER SERVICES OFFICE
COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

ASSESSING THE NEEDS OF THE SCHOOL VOLUNTEER PROGRAM
(PRINCIPALS' SURVEY)

Name ______________________________ Building ____________________

Student Enrollment ________________ Number of Teachers ____________________

Directions
Please answer the following questions as well as you can by (a) circling or checking all appropriate responses and by (b) answering in your own words wherever your open response is requested. Thank you..

A. BACKGROUND

1. In which of the following areas has your school used volunteers? (Please check the appropriate source(s).

EXISTING VOLUNTEER PROGRAMS	Volunteer Services Office	Other Source(s)
a) Pre-Kindergarten		
b) Library		
c) Tutorial		
d) School Health		
e) Community Resources		
f) Mini Humanities		
g) Other (please specify)		

2. In general, how satisfied have you been with the quality of volunteer services obtained?

   a) from the Volunteer Services Office? (Circle one)
      (1) very satisfied
      (2) somewhat satisfied
      (3) not satisfied (please explain) ____________________

      ____

F-1
11/73

C53

Authorization: CLD
Ref. No.: 047

b) from other source(s)? (Circle one)
(1) very satisfied
(2) somewhat satisfied
(3) not satisfied (please explain)

B. ASSESSMENT OF NEEDS

3. Please rate the importance of using volunteers in each of the following areas (circle the most appropriate number):

	Very Important		Somewhat Important		Not Important
a) Individual remedial help (tutoring)	4	3	2	1	0
b) Group remedial help in a subject matter area	4	3	2	1	0
c) Individual accelerated help in a subject matter area	4	3	2	1	0
d) Group accelerated help in a subject matter area	4	3	2	1	0
e) Library assistance	4	3	2	1	0
f) Playground (or Halls) assistance	4	3	2	1	0
g) Field trips or other on-site visits away from school	4	3	2	1	0
h) Community resources (speakers to discuss various topics of potential interest)	4	3	2	1	0
i) Office assistance (helping secretaries in various student-related activities)	4	3	2	1	0
j) Teacher assistance (paper work, grading, working with students on projects, etc.)	4	3	2	1	0

4. Please list any other areas in which you think volunteer services are important and should be offered:

F-2
11/73

C54

Authorization: CLD
Ref. No.: 047

5. For the following list of volunteer related activities, please check a) those in which you play or have played a role; and b) those in which you feel an administrator in your role should be involved

Type of Activity	A) am or have been involved	B) should be involved
Recruitment		
Placement		
Supervision		
Evaluation		
Program Planning		
Teacher Orientation		
Volunteer Orientation		
Teacher Training		
Volunteer Training		

C55

F-3
11/73

Authorization: CLD
Ref. No.: 047

VOLUNTEER SERVICES OFFICE
COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

ASSESSING THE NEEDS OF THE SCHOOL VOLUNTEER PROGRAM
(Volunteer Survey)

Name ______________________________

Area(s) of volunteer experience ______________________________

Number of years as a school volunteer ______________________________

Directions

Please answer the following questions as well as you can by a) circling all appropriate responses and b) answering in your own words wherever your open response is requested.

Thank you.

A. BACKGROUND

1. How valuable or worthwhile has your experience as a school volunteer been?

____

____

____

2. How has the classroom or supervising teacher added to or detracted from your volunteer experience?

____

____

____

C56

C-1
11/73

Authorization: CLD
Ref. No.: 047

3. How has the Volunteer Services Office assisted you in your volunteer work?

____

____

____

4. How would you rate the orientation and training you received as preparation for your volunteer experience?

____

____

____

B. ASSESSMENT OF NEEDS

5. Please rate the importance of using volunteers in each of the following areas (circle the most appropriate number):

	Very Important		Somewhat Important		Not Important
a) Individual remedial help (tutoring)	4	3	2	1	0
b) Group remedial help in a subject matter area	4	3	2	1	0
c) Individual accelerated help in a subject matter area	4	3	2	1	0
d) Group accelerated help in a subject matter area	4	3	2	1	0
e) Library assistance (selecting books, storytelling, etc.)	4	3	2	1	0

G-2
11/73

C57

Authorization: CLD
Ref. No.: 047

	Very Important		Somewhat Important		Not Important
f) Playground (or halls) assistance	4	3	2	1	0
g) Field trips or other on-site visits away from school	4	3	2	1	0
h) Community resources (speakers to discuss various topics of potential interest)	4	3	2	1	0
i) Office assistance (helping secretaries in various student-related activities)	4	3	2	1	0
j) Teacher assistance (paper work, grading, working with students on projects, etc.)	4	3	2	1	0

6. Please list other areas in which you think volunteer services are important and should be offered.

C58

G-3
11/73

Authorization: CLD
Ref. No.: 047

APPENDIX D

SAMPLE WORKSHEETS, EXERCISES AND FORMS

FOR

BUILDING LEVEL OPERATIONS

Table of Contents

Phase I Worksheets.. D1
  -Identifying Needs.. D1
  -Analyzing School Attitudes Toward Using Volunteers...... D2
  -Analyzing Potential Volunteer Resources and Available Site Resources.. D3
  -Identifying School Procedures........................... D4
  -Monitoring the Volunteer Program........................ D5
Phase II Exercise... D6
Phase III Exercise.. D10
  -Worksheet A Teacher Worksheet: Analysis of Time Usage... D14
  -Worksheet B Teacher Pre-Assessment Worksheet: Preparing for the Volunteer.................................... D15
  -Worksheet C Teacher Worksheet: Planning................. D17
Teacher Request for a Classroom Volunteer................... D19

PHASE I WORKSHEET

Identifying needs

List as many different specific jobs you would want a school volunteer to perform for you in and out of the classroom.

1.
2.
3.
4.

Brainstorm/compare/categorize
(The Area Coordinator may also discuss services currently available.)

SAMPLE

PHASE I WORKSHEET

Analyzing school attitudes toward using volunteers

For each topic given, identify an advantage and a potential problem area in the use of school volunteers.

Topic	Advantage	Problem Area
a. Student attitude toward school		
b. Curriculum		
c. Faculty Attitude		
d. Administrative Decision-Making		

SAMPLE

PHASE I WORKSHEET

Analyzing potential volunteer resources and available site resources

For each category, describe resources you have available or need to develop to insure effective volunteer programs in your school.

1. Interested people in the community

Have	Need to Develop
1. ________________	1. ________________
2. ________________	2. ________________
3. ________________	3. ________________

2. Time for volunteer to assist (if the assistance involved out of classroom tutoring or work)

Have	Need to Develop
1. ________________	1. ________________
2. ________________	2. ________________
3. ________________	3. ________________

3. Places for volunteers to work with students

Have	Need to Develop
1. ________________	1. ________________
2. ________________	2. ________________
3. ________________	3. ________________

PHASE I WORKSHEET

Identifying School Procedures

In the list of responsibilities given, write "A" if you think the task is the responsibility of the school administrator; "RP" if you think it is the responsibility of the School Volunteer Resource Person; "T" if you think it is the responsibility of the individual teacher using the school volunteer; "V" if you think it is the responsibility of the volunteer; "VC" if you think it is the responsibility of the school volunteer chairman.

_____ 1. Organizing neighborhood recruitment.
_____ 2. Supervising volunteer placement in the school.
_____ 3. Conducting volunteer orientation to school volunteerism.
_____ 4. Conducting volunteer orientation to local school (tour of the building, explanation of school rules and procedures).
_____ 5. Planning in advance for volunteer's work and contact with students.
_____ 6. Avoiding assignment of responsibility beyond volunteer's ability.
_____ 7. Conducting in-service training sessions for teachers.
_____ 8. Conducting in-service training sessions for volunteers.
_____ 9. Conducting staff orientation - Planning with staff and reviewing the purposes of school volunteer programs.
_____ 10. Signing in and out of the building.

SAMPLE

PHASE I WORKSHEET

Monitoring the volunteer program

In the list of responsibilities given, write "A" if you think the task is the responsibility of the school administrator; "~~RP~~ SC" if you think it is the responsibility of the School Volunteer ~~Resource Person~~ STAFF COORDINATOR; "T" if you think it is the responsibility of the individual teacher using the school volunteer; "VC" if you think it is the responsibility of the school volunteer chairman. ← SCE

_____ 1. Acting as liaison between the volunteer program in a particular school and the volunteer program for the Columbus Public Schools.

_____ 2. Anticipating information and materials volunteers will need to carry out assigned duties.

_____ 3. Maintaining contact with parents and community groups to inform them of involvement and activities of volunteers in the school.

_____ 4. Keeping monthly records of volunteer service.

_____ 5. Following up on volunteers who are absent.

_____ 6. Evaluating the volunteer's effectiveness in his job.

_____ 7. Evaluating the volunteer program as viewed by the volunteer.

_____ 8. Making recommendations for modifications of volunteer services.

_____ 9. Collecting, researching and presenting ideas concerning development of new programs and/or services.

_____ 10. Conducting orientation and training sessions for teachers and/or volunteers after the initial building orientation and training session.

PHASE II (Exercise to be Completed)

1) Discuss results of Phase I exercises and formulate goals for the individual volunteer program. (List five goals of Building Volunteer Program)
   a.
   b.
   c.
   d.
   e.

2) Identify resource person
   a. Job description for Resource Person
   b. Identify staff volunteer person

3) Identify building volunteer chairman
   a. Job description
   b. Identify potential building volunteer chairman
   c. Principal contacts building volunteer chairman, explains job and enlists

4) Identify building provisions for volunteer program
   a. Building entry
      (1) Parking
      (2) Door to enter
      (3) Place to report
   b. Sign in procedure
   c. Introduction to teacher
      (1) Principal, Resource Person, clerk or other takes the volunteer to the teacher
      (2) Teacher meets the volunteer at the sign-in place and takes the volunteer to classroom
   d. Building orientation alternatives

(1) Teacher provides building orientation (briefly outlines building policies and conducts building tour)

or

(2) Principal/Resource Person/Volunteer Coordinator provides building orientation

(a) Individually (as volunteer comes)

(b) Group (orientation session held for all volunteers). Time allowed for this in school day, after school or in the evening.

5) Identify time and space for volunteer to work with children individually

a. Time

(1) Out of class time

(2) Study period time

(3) In class time

b. Space

(1) Room

(a) Spare room for small tables, etc. for tutor/student work. Assignment procedures to control use of space (someone must know who is scheduled in the tutoring room and when).

(b) Chairs for tutor and student in hall

(c) Other

6) Recruitment

a. Audience

(1) Groups within the school community to contact (P.T.A., room mothers, churches, business organizations, etc.)

(2) Parents letter sent home with all students

(3) Another school (junior high students to work with elementary in turn about fashion)

(4) Methods - discussion of alternative recruitment methods

(5) Procedures - discussion of alternative recruitment procedures

7) Placement

a. Methods

b. Procedures

8) Training

a. Conducting pre-service training for volunteers

(1) Time included with building orientation or separate programs used

(2) Place

(3) Program organizer

b. Including in-service training for volunteers (the teacher provides on-the-job training for volunteers)

(1) Time for teacher/volunteer work

(2) Materials needed or desired

(3) Provisions for feedback sharing of procedures and results

c. Utilizing in-service workshops available at the building or area level for teachers, volunteers or combined group

(1) Time available

(2) Request procedures

(3) Arrangements necessary

(4) Program organizer

9) Supervision/Evaluation

a. Teacher responsibilities

(1) Problem referral (to Resource Person-Area Coordinator)

(2) Request

(3) Feedback

(4) Periodic evaluation

(5) Year end evaluation

b. Resource Person responsibilities

(1) Problem referral

(2) Request

(3) Feedback

(4) Periodic evaluation - building summary

(5) Year end evaluation - building summary

c. Volunteer Chairman responsibilities

(1) Problem referral

(2) Request

(3) Feedback

(4) Sign in sheets - check - change sheet monthly - forward to Area Coordinator

(5) Periodic evaluation - summary of volunteer report

d. Principal responsibilities

(1) General Building Supervision - feedback directly to Area Coordinator

(2) Periodic evaluation

(3) Year end evaluation

10) Recognition - Discussion of possible recognition procedures

PHASE III Exercise

Teacher Pre-Service Orientation and Training for the Use of Volunteers

1) Self-analysis of time usage (Worksheet A)

2) Teacher pre-assessment (Worksheet B)

3) Pre-service planning for teachers using volunteers -- Materials or information the teacher needs to have prepared for the volunteer. (Worksheet C)

    a. Assimilation of volunteer (discussion of recommendations by volunteer planning committee)

        (1) Building

            (a) Parking, building entry

            (b) Locate sign-in sheets and sign-in procedure

            (c) Locate classroom the volunteer services, rest areas, working planning areas (if available for volunteer use) library, cafeteria, nurse's office, etc.

        (2) Planning classroom procedures

            (a) Familiarize volunteer with classroom facilities, work areas, reading tables, record and book supply, storage areas, students' storage areas, etc.

            (b) Provide class members' name list including seating chart currently in use

(c) Familiarize volunteer with classroom instructions, procedures, including teacher's basic educational philosophy

(d) Familiarize volunteer with classroom break procedures (recess, rest room procedures, etc.)

(e) Introduce volunteer to teachers in rooms near the classroom the volunteer services

(f) Discuss teacher-volunteer expectations concerning volunteer services

(g) Issue textbooks or materials needed by volunteer

(h) Discuss with volunteer confidentiality of students' records

(i) Provide opportunity for volunteer to observe teacher and students

(j) Discuss training necessary for volunteer to effectively complete assigned tasks

(k) Itemize training to be provided by teacher

(3) Planning One-to-One Help

(a) Select student(s) who desire and need extra help. (The amount of time devoted to each child is left up to the classroom teacher)

(b) Check out textbook to the volunteer

(c) Accompany student to the initial session with the volunteer and provide specific plan of pages and materials to be covered

(d) Try to keep help on a one-to-one basis unless other arrangements can be made with volunteer

    - (e) Be prompt with materials. Be sure volunteer has materials in advance to adequately prepare for session
    - (f) Be willing to guide and help the volunteer if problems arise

- (4) Planning for volunteer general classroom assistance
    - (a) Have materials and specific accompanying directions ready for volunteer
    - (b) Volunteers should have access to a typewriter and, if qualified to operate one, to the ditto machine
    - (c) Try to make clerical type duties meaningful and valuable. Avoid assigning the volunteer busy work.

- (5) Discussion of the teacher's role in supervision
    - (a) Plan some time for volunteer/teacher pre-planning
        - (1) Twenty minutes before or after classroom service allocated to planning
        - (2) Teacher initiated telephone planning sessions at convenience of both teacher and volunteer
        - (3) Instruction feedback forms if necessary for volunteer working with individual or small group tutoring activities
    - (b) Plan some time for periodic volunteer evaluation. Commend volunteer for competencies, encourage volunteer to engage in activities that could foster her growth. When available, provide volunteer with materials which may help her to become a more able assistant.

(6) Discussion of the teacher's role in evaluation

  (a) An evaluation form will be due to central office at the end of each year (with the understanding that the evaluation form can be utilized personally for periodic volunteer evaluation and that any problems occurring during the year should be immediately referred to the resource person who may communicate the problem to the Area Coordinator if necessary) refer to evaluation section

(7) The teacher's role in recognition

  (a) Participation in any planned building recognition

  (b) Periodic personal recognition of volunteer including student remembrances and verbal "thank you's"

PHASE III WORKSHEET A

Teacher Worksheet: Analysis of Time Usage

The classroom teacher regularly devotes time to the following activities delineated below. Please attempt to utilize this chart as a basis for analyzing how you spend your teaching day. It is, of course, impossible to break down time spent exactly. This exercise is for your personal use and the results you compile will naturally be approximations of time usage. It is hoped, however, that the chart provided will help you to analyze your teaching duties in relation to time.

Teaching Activities	Approx. Time Spent	% of Time Represented
1. Planning Activities both general and specific		
2. Motivation Activities both general and specific		
3. Instructional Activities a. Initiating a concept attitude or skill b. Consolidating a new concept, attitude or skill c. Adding Content to structure		
4. Supervision Activities both active and passive		
5. Technical Activities Skilled and non-skilled such as organizing materials, bulletin boards, work projects, etc.		
6. Evaluation and Remediation a. Designing instruments b. Administering Tests c. Objective marking d. Subject marking e. Recording f. Interpreting scores g. Diagnosis and Prescription h. Remedial teaching		
7. Guidance and Support Activities		
8. Others, please specify		

SAMPLE

PHASE III WORKSHEET B

Teacher Pre-Assessment Worksheet: Preparing for the Volunteer

a. List the kinds of services a volunteer could provide for you and your students in the classroom i.e., examples one-to-one or small group help in subject areas.

1.
2.
3.
4.
5.

b. List what the volunteer needs to know/be able to do to perform the services you need. i.e., examples materials to be used for tutoring - basic tutoring procedures

1.
2.
3.
4.
5.

c. List the areas in which you can provide necessary volunteer training and areas in which training should be provided by another source.

Teacher Provided Training	Other Source Training
1.	1.
2.	2.
3.	3.
4.	4.

d. List materials or space needs which need to be provided for volunteer to perform her services.

Materials (Have)	Need to Develop or Acquire
1.	1.
2.	2.
3.	3.

Space (Have)	Need to Acquire
1.	1.
2.	2.

e. Identify and list the procedures that you would like your assigned volunteer to follow while working with you. Collect samples of things such as:

1. Lesson plans
2. Record keeping device
3. Evaluation instruments
4. Assignment sheets
5. Progress reports
6. Attendance cards
7. Typing formats
8. Teachers' manuals

f. Identify and list procedures and policies that the school expects your assigned volunteer to follow while working in the school. Check in teacher or student handbooks for samples of such things as:

1. Parking Stickers
2. Sign-in sheets
3. Student Forms - hall passes, library and absentee slips, etc.
4. Bell schedules
5. Transportation requests and parental permission slips
6. Fire drill procedures

SAMPLE

PHASE III WORKSHEET C

Teacher Worksheet: Planning

To utilize effectively a volunteer, there must be planning between the teacher and volunteer. This need not be a lengthy planning session. After the volunteer becomes familiar with the techniques used to teach skills, the teacher need only to designate areas or skills the volunteer should stress.

It is suggested that a folder be kept on each child or group working with a volunteer. A form is provided to be used as a guide. Both teacher and volunteer must be aware of the needs of the child and the methods used to meet these needs.

The first two items are to be filled out by the teacher. The second two items are to be filled out by the volunteer.

Name of Group ______________________________ Date ____________

Teacher ____________________________________ Time ____________

Skill:

Suggested Materials and Techniques:

Techniques and Materials Used:

Remarks: (Volunteer Observation)

Sample of Completed Planning Worksheet

Name of Group Becky, John, Shelia, Kenneth, Orin, Sue, Harold, Rob, Janie Date 9-7-72

Teacher Mrs. Smith Time 11:00-11:20

Skill: Language Development - oral - they need help in expressing themselves. We need to provide many experiences that will get them to orally express their ideas.

Suggested Materials and Techniques: Pictures to tell a story. Let them talk freely at first, then put in story form, dictating while you record on one of the experience charts from the cabinet. You may also wish to read the story "The Blind Men and the Elephant" on page 13 of the teacher's guide of "The World of Language" (on my desk) next time you work with them. Our media aide will run a copy for you so you may be familiar with it ahead of time. Let the children dramatize or recreate the story with their own dialogue.

Techniques and Materials Used: I let the children tell me about the picture you gave me. I think the class would enjoy hearing the children read the story we wrote.

Remarks: John and Becky did not respond well to my questions. John just shrugged when I asked him about the picture.

SAMPLE

TEACHER REQUEST FOR A CLASSROOM VOLUNTEER

Name ____________________________ School _________________________

Grade Taught __________

I have successfully completed the first units of planning for use of the services of a volunteer and I am interested in using the services of a volunteer.

I agree to provide for my volunteer the necessary planning and training as outlined in the completed planning unit.

____

Teacher's Signature

VOLUNTEER TIME PREFERRED

	ANY DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING						
AFTERNOON						

APPENDIX E

SAMPLE

PUBLIC RELATIONS

MATERIALS

Table of Contents

News Releases.. E1
Human Interest Story................................. E4
Letter of Introduction............................... E5
Parental Recruitment Letter.......................... E6
Suggested TV Spot.................................... E8
Working with People.................................. E9
A Volunteer's Viewpoint.............................. E10
What Makes a Volunteer Happy......................... E11
Certificate of Appreciation.......................... E12
Invitation to a Recognition Program.................. E13
Letter of Recognition................................ E14
Sample Flyer... E15
Sample Brochure...................................... E16
Script for Slide Tape Presentation................... E17

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

SCHOOL VOLUNTEER PROGRAM

NEWS RELEASE

SAMPLE

SCHOOLS SEEK VOLUNTEERS

The Columbus schools continue to seek persons to serve in the school system's Volunteer Services program.

Mrs. Frances White, who heads the program, said the most immediate need is for additional volunteers to work with classes of pre-kindergarten aged children.

An orientation program for volunteers in the pre-kindergarten program will be held Thursday, October 18, from 1-3:30 p.m. at the Columbus Education Center, Mrs. White said.

Also needed, she said, are volunteers to work in ten inner-city school library programs.

Mrs. White said persons in all walks of life -- housewives, students, senior citizens, men and women -- are being sought for volunteer programs. "People who love children and enjoy working in a direct action program are urged to participate," she added.

She said volunteers should be able to give at least one-half day a week and will work directly in the schools where their services have been requested. Schedules and locations are arranged on a mutually agreeable basis.

Volunteers free the teacher from many non-professional tasks, giving them more time for actual teaching duties. Volunteers also build a stronger link between the schools and the community, Mrs. White said.

Persons interested in obtaining more information about the Volunteer Services program should contact the program's office at 464-4300.

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

SCHOOL VOLUNTEER PROGRAM

SAMPLE

NEWS RELEASE

RESOLVE TO BE A VOLUNTEER

If you are still looking for a New Year's resolution, maybe you can resolve to become a Columbus Public School volunteer. Now that the holidays are over and school is back in full swing there are many children who need that little extra help that a volunteer brings.

Mrs. Frances White, who heads the program, said that new volunteers are always needed and that each year the need for volunteers seems to become even greater. Teachers, students and administrators alike agree that the school volunteer has indeed become a priceless asset.

Mrs. White explained that there are opportunities for volunteers to serve during the school day in the pre-kindergarten, library, tutoring, community resources and mini-humanities in inner-city elementary schools. Volunteers are asked to give just one-half day a week and in return gain a meaningful experience that will give lasting pleasure.

Why not start the new year out right by doing something worthwhile with your spare time. Persons who are interested should contact the Volunteer Office at 464-4300.

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

SCHOOL VOLUNTEER PROGRAM

PUBLIC SERVICE ANNOUNCEMENT SAMPLE

1. Make 1974 a year that counts for you! Volunteer in the inner-city elementary schools of Columbus. Personal training is offered in areas of library, tutoring, pre-kindergarten, and community resource volunteers. For further information, call 464-4300.

2. With the new year comes a renewed plea for volunteers in the inner-city elementary schools of Columbus. Give just a little of your time to help form the future of tomorrow's leaders. For further information, call 464-4300.

3. Make a vital difference in the life of a small child! Volunteer in the inner-city schools of Columbus. Training is now being offered in library, tutoring, pre-kindergarten, and community resources. Call 464-4300 NOW!

4. Still looking for a new year's resolution? Why not make it one to give of yourself to help tomorrow's generation? The inner-city schools need you now! For personal training in library, tutoring, pre-kindergarten, and community resources, call 464-4300.

5. Become that someone special in the life of a small child. You give so little and receive so much by becoming a volunteer in the Columbus inner-city schools. Call 464-4300 NOW!

6. Start the new year out right! Do something worthwhile with your spare time. Become a volunteer in the Columbus inner-city elementary schools. For further information, call 464-4300.

HAPPINESS SHARED BY TUTORING KIDS

By DAVID DAULTON
of The Dispatch Staff

Tutoring is a family affair for two Columbus newlyweds.

Col. and Mrs. Sidney Zobel are participants in a volunteer tutoring program in Columbus Public Schools.

Mrs. Zobel, 72, who has been tutoring for two years, met Zobel, 80, a former member of Gen. Douglas MacArthur's staff, while on vacation in England last spring. They married in September.

Now they tutor together at Eastgate Elementary School, 1939 Stratford Way.

Eastgate Principal Evelyn C. Jones said she feared she would lose the tutoring services of Mrs. Zobel when she married and was delighted when the retired colonel also volunteered.

"We're very pleased with them" said Mrs. Jones. "They're doing a marvelous job for the community."

Mrs. Frances White, professional assistant for voluntary services for Columbus Public Schools, said the program now has about 30 tutors, mostly retirees.

"We could use twice as many," Mrs. White said.

Mrs. White, who originated the program three years ago, explained volunteers receive six hours training a week for a month before they begin tutoring.

Mrs. Zobel said the students vie for the honor of being tutored.

"Some of them were really superb readers but they would say "I'm not very good, really I'm not," Mrs. Zobel said. "You can't be more flattered than that."

She recommends the program to "people who have time and interest and people who like children."

Her husband added, "If you want to, there's plenty to be done in this world. If you want happiness, you have to give some."

ACTIVE RETIREES-Col. and Mrs. Sidney Zobel tutor in reading at Eastgate Elementary School. Students, from left, are Anita Travis, 12; Audrey Diggs, 9; Tomothy Poindexter, 10; Mars Miller, 10; Victor Hagood, 11, and Richard Murphy, 12. (Dispatch Photo b, Ken Chamberlain)

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

SCHOOL VOLUNTEER PROGRAM

SAMPLE

LETTER OF INTRODUCTION

Dear

May this letter serve as an introduction on behalf of the Columbus Public Schools Volunteer Services Office?

Our Office provides six programs to some of the Columbus Public Schools. They are: Tutoring, Library, Pre-Kindergarten, Mini-Humanities, School Health and Community Resources. Over 600 men and women are now volunteering their time but success has made our needs greater.

We have found that our city is rich with human resources, volunteers who are willing and eager to share their knowledge, talents, and experiences with children in their classrooms.

Enclosed is a Brochure that explains in capsule form what these needs are. However, we would like to personally meet with you, to discuss the program in detail, and to ask if your company or agency would be able to assist us in obtaining additional volunteers.

We will be calling for an appointment in the very near future and hope that this letter will serve as our introduction.

If you have any questions prior to our meeting, please do not hesitate to call us at the Volunteer Services Office - 464-4300.

Sincerely,

LWR:g
Enc. 1

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

SCHOOL VOLUNTEER PROGRAM

SAMPLE

Dear Parents:

There will be a School Volunteer Meeting Thursday, October 9, 1974, at 10:00 a.m. in the Elementary School Library to acquaint and reacquaint you with the purpose of the School Volunteer program.

Please come and bring a friend or neighbor with you so that all of our children at   School might benefit.

Coffee will be served.

Hope to see you there.

Sincerely yours,

LWR:g

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

SCHOOL VOLUNTEER PROGRAM

SAMPLE

PARENTAL RECRUITMENT LETTER

Dear Parents,

Read on parents and you will learn

What a feeling of satisfaction you can earn

By volunteering a minute, an hour or two

Of your special help at your neighborhood school.

We need typists, artists, musicians and such

To give our school program an extra touch.

We don't need credentials, or paper with degrees

We do need people who feel at ease.

Filing, sorting, checking out books

Helping our teachers improve their rooms' looks.

Working in classrooms, obtaining the joys

Of sharing your collections with our girls and boys.

Could you explain your job, or take us on tours,

Or help us in math, to feel more sure?

We need you at school so share yourself now,

Fill out our form, it will tell how.

Return it to school as soon as you're through

The children and teachers are waiting for you.

SUGGESTED TV SPOT

FOR: TELEVISION

PURPOSE: RECRUITMENT

TIME: 30 SECONDS

MUSIC: PUT A LITTLE LOVE IN YOUR HEART (Fade in and out)

VERBAGE:
A. You're someone special because you're you.
Be a school volunteer.
B. Offer helping hands.
Be a school volunteer.

Use music with verbage - fade music in and out.

STORY BOARD

(Slides to be Used)

Helping Hands ace of Student	Student and Tutor	Mini Humanities and Student	Library Volunteer and Student	Face of Student
Comm. Resource and Student	School Health of Students	Face of Students	Helping Students	BE A SCHOOL VOLUNTEER Services 1. 2. 3. Please call:

If slides are used in film chain or in "live spot" can take or dissolve.

If slides are projected can pan or zoom.

WORKING WITH PEOPLE

A two-way communication process is essential in the establishment of working relationships. Often, with the enabling (helping) process, non-verbal communication is equally as important as verbal communication. You will establish positive relationships with people when you show:

1. Respect for the dignity of the person.
2. Trust in the individual.
3. Attitudes of care and concern for people.
4. Readiness to share purpose of visit or conversation.
5. Good listening habits.
6. Good observing techniques.
7. Offers of requested information or help.
8. Requests for needed information or help.
9. Sharing information on a realistic and truthful basis about what can be done, as well as what cannot be done.
10. Assurance of confidentiality when this is possible.
11. Recognition of the strengths of a person.
12. Encouragement for use of those strengths.
13. Recognition of helplessness of a person or situation.
14. Offer of appropriate help when and wherever possible through the enabling process.
15. Permission of dependency.
16. Patience.
17. A sense of humor.
18. Ability to take criticism.
19. Ability to laugh at one's self.
20. Capacity for admission of mistakes.
21. Capacity for saying, "I don't know, but I'll try to find out."
22. Recognizing the feelings and attitudes that interfered.
23. Dependability (keeping one's promises).
24. Follow-up visits or telephone calls.
25. Greater concern for needs of person than for own needs in terms of time, convenience, etc.
26. Regard for people's physical and emotional well being.
27. Readiness to let people work out their own plans and do not impose yours.
28. Ability to offer alternatives.
29. Ability to let people set their own controls, not imposing yours.
30. Readiness to give praise whenever appropriate.

Source Unknown.

A VOLUNTEER'S VIEWPOINT

If you want my loyalty, interests, and best efforts, remember that . . . . .

1. I need a sense of belonging--a feeling that I am honestly needed for my total self, not just for my hands nor because I take orders well.

2. I need to have a sense of sharing in planning our objectives. My need will be satisfied only when I feel that my ideas have had a fair hearing.

3. I need to feel that the goals and objectives arrived at are within reach and that they make sense to me.

4. I need to feel that what I'm doing has real purpose or contributes to human welfare--that its value extends even beyond my personal gain or hours.

5. I need to share in making the rules by which, together, we shall live and work toward our goals.

6. I need to know in some clear detail just what is expected of me - not only my detailed task but where I have opportunity to make personal and final decisions.

7. I need to have some responsibilities that challenge, that are within the range of my abilities and interest, and that contribute toward reaching my assigned goal.

8. I need to see that progress is being made toward the goals we have set.

9. I need to be kept informed. What I'm not up on, I may be down on. (Keeping me informed is one way to give me status as an individual.)

10. I need to have confidence based upon assurance of consistent fair treatment recognition, when it is due, and trust and loyalty. These bring increased security.

    In brief, it really doesn't matter how much sense my part in this organization makes to you--I must feel that the whole deal makes sense to me!

By Harriet H. Naylor, Volunteers Today.

WHAT MAKES A VOLUNTEER HAPPY?

What are the factors that make a volunteer happy and want to stay in a job?

A study by the Welfare Council of Metropolitan Chicago entitled: "Volunteers in Direct Service: A Study of Their Backgrounds and Experience" has revealed the following factors:

---Volunteers should be given training useful for a particular assignment.
---Volunteers should have available a person to turn to for help and advice at the assignment.
---Volunteers should receive help from the staff of the agency.
---Volunteers should have an opportunity to develop some new skills through the assignment.
---Volunteers should be in a position to use their existing skills.
---Volunteers should be given some recognition for doing volunteer work.

The study also noted some other interesting points. They are:

---If present trends continue, volunteers are more likely to be women, to be highly educated and to come from white collar backgrounds. They also tend to be joiners. If more blue collar volunteers are to be reached, efforts to recruit them will have to be intensified.
---A large proportion of students are interested in volunteer work. It may be easier to reach students of blue collar backgrounds than adults of a similar background.
---Adults without children, or with children above the age of 14, are more likely to be volunteers than those will small children.
---Active volunteers are likely to know other persons interested in doing volunteer work.
---About four-fifths of the volunteers had enough work to keep them busy and a large majority--about two-thirds--enjoyed their experiences.
---Sixty-six percent of the persons polled in the study thought their interview at the Volunteer Bureau was helpful.
---Sixty-two percent of the volunteers polled said they had received help from the agency's staff in doing their volunteer work.
---The most popular arrangement among volunteers in regard to frequency of service was to work on a regular basis once a week.

COLUMBUS PUBLIC SCHOOLS

Certificate of Appreciation

Presented to

in grateful appreciation of your continued interest in the young children of Columbus and your contribution of many hours of volunteer services.

Dated this__________day of________________, 19____.

PRINCIPAL

SUPERINTENDENT OF SCHOOLS

CO-ORDINATOR OF VOLUNTEERS

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

SCHOOL VOLUNTEER PROGRAM

INVITATION TO A RECOGNITION PROGRAM - SAMPLE

I am the child.
You hold in your hand my destiny.
You determine, largely, whether I
  shall succeed or fail.
Give me, I pray you, those things
  that make for happiness.
Train me, I beg you that I may be a
  blessing to the world.

- Mamie Gene Cole

I wish to extend my personal appreciation for the outstanding volunteer services provided the boys and girls in our schools.

You are most cordially invited to attend a Recognition Reception to be held in the Assembly Room of the Columbus Education Center, 270 East State Street, on the evening of Wednesday, May 30, 1973 from seven o'clock to nine o'clock.

Sincerely yours,

Superintendent of Schools

RSVP

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

SCHOOL VOLUNTEER PROGRAM

SAMPLE
LETTER OF RECOGNITION

As we close the school year 1973-1974, there are a number of you who have been working as volunteers in our program.

I know that each School Volunteer must reflect with great pleasure on the amazing growth of this program and the recognition it has been given.

Our records show that you have volunteered   hours this year. Because of your interest and dedication, we have been able to render a greater service to our boys and girls in the many schools.

For this, we thank you from the bottom of our hearts.

Sincerely,

what kind of a volunteer are you?

perfectionist

she can't tolerate any inflexibility

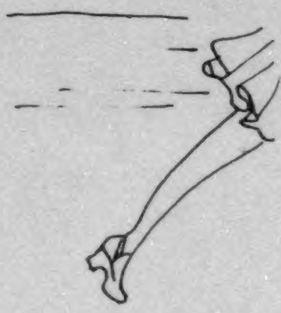
friendly (persuader)

she cares about you and wants to help

gardener (clinging vine)

she will be dependent on you

hit and runner



she has watch in hand and ready to leave

know-it-all (autocrat)

she will tell you what to do

pleader-bleeder

she wants you to do it for her

school volunteer (she loves children)

be a school volunteer and help children in your own neighborhood

call: volunteer services
tele. no. 464-4300

Volunteers
volunteer services management system project
columbus city school district
funded by
ohio department of education
title III, esea

be
a
school
volunteer

Volunteers
270 east state street
columbus ohio 43215

you can help a child grow

in mind
in body
to shape the future

SAMPLE

THE SIGNIFICANT OTHER - A 20-MINUTE SLIDE TAPE PRESENTATION

		SLIDE #1	SLIDE #2
EME MUSIC...."PUT A LITTLE LOVE IN YOUR HEART"..		PIC'S OF CHILDREN	SAME
		SAME	SAME
		TITLE	TITLE
		PIC'S OF CHILDREN	SAME
SCRIPT		WITH GUITAR MIXED	SAME
		FILL TO 1:54	
SCHOOL VOLUNTEERS ARE PEOPLE WHO CARE ABOUT		1	
CHILDREN..CARE ENOUGH TO GIVE AT LEAST ONE-		2	
HALF DAY EACH WEEK IN THE SCHOOLS. VOLUNTEERS		3	
COME FROM MANY DIFFERENT WALKS OF LIFE. THEY		4	
ARE PEOPLE LIKE YOU....HOUSEWIVES, MOTHERS,		5	
FATHERS, SENIOR CITIZENS, HIGH SCHOOL STUDENTS,		6	
COLLEGE STUDENTS, BUSINESSMEN AND WOMEN...BUT		7	
THEY ALL BRING WITH THEM COMMON INGREDIENTS..			
ENTHUSIASM, WARMTH AND LOVE THAT THEY CANNOT			
HELP BUT COMMUNICATE TO THE CHILDREN THEY MEET.			
ONE WHO WANTS TO HELP IN THE SCHOOLS FILLS	1	1	2
OUT AN APPLICATION AND IS INTERVIEWED SO			
THAT AN ASSIGNMENT CAN BE MADE WHICH COIN-	3	2	4
CIDES WITH THE VOLUNTEER'S INTERESTS AND			
TALENTS.	5	3	6
HE VOLUNTEER IS THEN PLACED IN A SCHOOL			
N AN AREA WHICH IS CONVENIENT FOR THE			
VOLUNTEER.			
BEFORE THE VOLUNTEER BEGINS TO WORK IN THE	1	1	2
SCHOOL, MANY PEOPLE ARE BUSY GETTING READY.	3	2	4
THE PRINCIPAL AND TEACHERS ARE MAKING PLANS.	5	3	6
OTHER VOLUNTEERS ARE HELPING TO PLAN AN	7	4	8
ORIENTATION FOR NEW VOLUNTEERS TO PREPARE	9	5	10
THEM TO COMFORTABLY BEGIN THEIR WORK IN			
THE SCHOOL.			

THE FIRST DAY ON THE JOB IS EXCITING. THE VOLUNTEER SIGNS IN AT THE SCHOOL OFFICE AND GREETS THE PRINCIPAL AND THE TEACHER SHE WILL ASSIST. SHE THEN MEETS WITH THE TEACHER TO PLAN AND GREETS THE CHILDREN WITH WHOM SHE WILL BE WORKING. THE VOLUNTEER IS READY TO BEGIN.	1 3 5	1 2 3	2 4 6
VOLUNTEERS PROVIDE MANY VALUABLE SERVICES TO THE SCHOOLS. EXACTLY WHAT THEY DO DEPENDS ON THE SCHOOL IN WHICH THEY SERVE AND THEIR PARTICULAR VOLUNTEER ASSIGNMENT. IN ALL CASES, HOWEVER, VOLUNTEER ACTIVITIES ARE DIRECTED BY THE TEACHER OR SUPERVISOR IN CHARGE.	1 3	1 2	2 4
COMMUNITY RESOURCE VOLUNTEERS BRING THE WORLD INTO THE CLASSROOM. THEY SHARE SPECIAL TALENTS, INTERESTS, AND EXPERIENCES WITH STUDENTS.	1 title 3 5 7	1 2 3 4	2 title 4 6 8
LIBRARY VOLUNTEERS ASSIST IN SCHOOL LIBRARIES: THEY MAY CARD AND SHELVE BOOKS - SUPERVISE STUDENTS ASSIGNED TO THE LIBRARY - HELP STUDENTS FIND BOOKS EITHER ON THE SHELVES OR IN THE CARD CATALOG.	1 title 3 5 7 9 11	1 2 3 4 5 6	2 pic 4 6 8 10 12
ADULT OR STUDENT TUTORS WORK WITH SMALL GROUPS OR INDIVIDUALS WHO NEED EXTRA HELP WITH READING. MOST TUTORS RECEIVE ASSISTANCE FROM THE SCHOOL READING TEACHER AND HAVE PERIODIC CONFERENCES WITH THE CLASSROOM TEACHER. OFTEN TUTORS CREATE THEIR OWN LESSON PLANS, READING PRACTICE GAMES AND MATERIALS.	1 title 3 5 7	1 2 3 4	2 pic 4 6 8

HEALTH ROOM VOLUNTEERS ASSIST THE SCHOOL NURSE AND OFTEN STAFF THE SCHOOL HEALTH ROOM WHEN THE NURSE IS NOT IN.

THE VOLUNTEER MAY:

TAKE THE CHILD'S TEMPERATURE

CLEANSE AND APPLY A DRESSING.

CONTACT THE PARENT OF AN ILL OR INJURED CHILD.

STAY WITH THE CHILD UNTIL HE IS FEELING BETTER OR SOMEONE FROM HOME COMES TO GET HIM.

AND ASSIST THE NURSE WITH WEIGHING CHILDREN OR TESTING EYESIGHT.

1 title	1	2 title
3	2	4
5	3	6
7	4	8

THE MINI HUMANITIES VOLUNTEER HELPS TO PROVIDE ENRICHMENT EXPERIENCES FOR FIFTH AND SIXTH GRADE CHILDREN.

THE VOLUNTEER MAY:

PLAN A FIELD TRIP TO A PUBLIC LIBRARY, THE ART GALLERY, A CONCERT OR A PLAY.

ASSIST A CHILD IN FINDING A SPECIAL BOOK.

WORK WITH A SMALL GROUP OF CHILDREN DISCUSSING THEIR INTERESTS.

AND HELP A CHILD TO EXPERIENCE THE FUN OF SHARING.

1 title	1	2 title
3	2	4
5	3	6
7	4	8
9	5	10
11	6	12

THE PRE KINDERGARTEN VOLUNTEER ASSISTS THE PRE KINDERGARTEN TEACHER AND ENJOYS THE EXCITING WORLD OF FOUR YEAR OLDS.

THE VOLUNTEER MAY:

PROVIDE SPECIAL ATTENTION OR PRACTICE TO INDIVIDUAL CHILDREN.

SET UP AND SUPERVISE CLASSROOM OR PLAY GROUND GAMES.

ASSIST IN PREPARING, PASSING OUT AND CLEANING UP CHILDRENS' SNACKS.

1 title	1	2 title
3	2	4
5	3	6
7	4	8

ORGANIZATIONS OR BUSINESSES CAN ADOPT A SCHOOL AND THE GROUP MEMBERS CAN PROVIDE THE SERVICES NEEDED IN THAT BUILDING.

THEY CAN HELP TO OPERATE A LIBRARY.	1 title	1	2 title
THEY CAN PROVIDE TUTORING ASSISTANCE.	3	2	4
THEY CAN FURNISH SPECIAL SUBJECT SPEAKERS.	5	3	6
THEY CAN ASSIST IN THE CLASSROOM OR THEY CAN PROVIDE ANY KIND OF HELP OR ASSISTANCE NEEDED IN THE PARTICULAR SCHOOL.	7	4	8

THE CLASSROOM ASSISTANT IS ASSIGNED TO A CLASSROOM AND HELPS THE TEACHER WITH MANY CLASSROOM ACTIVITIES.

THE VOLUNTEER MAY:

WORK WITH BULLETIN BOARDS OR CLASSROOM DISPLAYS.	1 title	1	2 title
	3	2	4
ASSIST INDIVIDUALS OR GROUPS WITH ASSIGNMENTS.	5	3	6
GRADE PAPERS AND RECORD MARKS.	7	4	8
HELP TO SUPERVISE FIELD TRIPS.	9	5	10

MINI COURSE VOLUNTEERS PROVIDE ENRICHMENT CLASSES IN SPECIAL INTEREST AREAS.

THEY MAY TEACH STUDENTS:

FIRST AID
MACRAME'
NEWSPAPER REPORTING AND PHOTOGRAPHY
ARTS AND CRAFTS
GAMES, SPORTS OR COOKING.

1 title	1	2 title
3	2	4
5	3	6
7	4	8
9	5	10

VOLUNTEERS REPRESENT A VITAL COMMUNITY		1	
INVOLVEMENT IN THE EDUCATION OF SCHOOL	2	2	
CHILDREN. THE ARMY OF DEDICATED VOLUN-			
TEERS INCLUDES PEOPLE FROM ALL WALKS OF		1)	
LIFE. THEY ARE THE YOUNG, THE RETIRED,		2)	
THEY ARE BLACK AND THEY ARE WHITE. THE		3)	
VOLUNTEER CORPS IS COMPOSED OF ALL	7	4)	CHILDREN'S
PEOPLE WHO, BECAUSE OF THEIR CONCERN		5)	VOICES
FOR CHILDREN, WANT TO GIVE OF THEMSELVES.		6)	
		7)	
AS A VOLUNTEER YOU DO MANY THINGS,		1	
BECOME MANY THINGS...BUT YOU ARE	2	2	
THAT SIGNIFICANT OTHER, THAT POSITIVE			
ADULT FIGURE IN THE LIFE OF A SCHOOL			
CHILD.	4	1	
		2	
		3	
		4	
	TITLE CREDITS		

APPENDIX F

SAMPLE FORMS AND OUTLINES FOR USE IN ORIENTATION AND TRAINING PROGRAMS

Table of Contents

General Volunteer Orientation Program F1
Building Orientation Program F2
Training Materials Request Form F3
Training Needs Assessment Form F4
Training/Materials Appraisal Form F5
Training for Program Volunteers
  -Training for Library Volunteers F6
  -Training for Volunteer Tutors F7
  -Training for Volunteer Reading Tutors F8
Clerical Skills Training Course Outline F14
Audio Visual Skills Course Outline F15
Artistic Contributions (Elementary) Training Course Outline . F15
Human Relations Training Flyer F16

GENERAL VOLUNTEER ORIENTATION PROGRAM

9:00 - 9:15 A.M. REGISTRATION

Volunteers will register and receive volunteer information packet including permanent name tags to wear in school.

Coffee and donuts available. Self Served.

9:15 - 9:30 A.M. Introductions (staff and Administrative Personnel)
...Coordinator of Volunteer Services
Welcome - Superintendent of Schools
Welcome - Representative Board of Education

9:30 - 9:45 A.M. Orientation to School Volunteerism
...Chairperson of School Volunteer Advisory Council

-History, Scope and Structure of Volunteer Services

-Purpose, Goals and Objectives of Volunteer Services

9:45 - 10:00 A.M. Slide Tape Presentation
"The Significant Other"

10:00 - 10:15 A.M. Orientation to School Volunteer Opportunities Available
...Volunteer Program Chairperson #1

-Areas in which volunteer assistance is needed, including basic volunteer duties

10:15 - 10:30 A.M. Orientation to volunteer relationships
...Volunteer Program Chairperson #2

-General personnel policies, procedures, and regulations governing volunteers.

-Volunteer/Staff relationships

-Whom volunteer may approach to get advice, guidance and information

10:30 - 10:50 A.M. The student of the 70's (General characteristics of students with whom volunteers will be working)
...School psychologist

10:50 - 11:10 A.M. Introduction of Volunteers
...Volunteer Program Chairperson #3

-Volunteers present highlights of their personal volunteer experience

11:10 A.M. Adjournment ...Coordinator of Volunteer Services

-Participants are invited to spend a few minutes shopping the volunteer opportunities display tables provided.

-Interviewers are available at desks to answer questions or to provide applications for interested persons.

SAMPLE

BUILDING ORIENTATION PROGRAM

9:00 - 9:15 A.M. Introductions ...Volunteer Building Chairman

9:15 - 9:25 A.M. Welcome ...School Principal

9:25 - 9:40 A.M. Orientation to School Volunteerism ...Staff Volunteer Coordinator

- Brief History, Scope and Structure of Volunteer Services
- Purposes, Goals and Objectives of Building Volunteer Programs

9:40 - 9:50 A.M. Orientation to School Volunteer Opportunities Available ...Volunteer Building Chairperson

- General Personnel Policies and Procedures and regulations for volunteers (building entry, sign-in, etc.)
- Volunteer/Staff relationships
- Whom volunteers may approach to get advice, guidance and information.

10:00 - 10:20 A.M. Helps and Hints for working with elementary/or junior high/or senior high school students ...School Guidance Person

10:20 - 10:40 A.M. Introduction of Volunteers ...Volunteer Building Chairperson

- Volunteers present highlights of their personal volunteer experience

10:40 A.M. Adjournment

- Participants are invited to tour the building
- Participants are free to meet with the classroom teachers to whom they are assigned or to observe in these classrooms. (Arrangements for these activities should be made prior to the orientation session)

*Coffee and donuts available - self served.

SAMPLE

VOLUNTEER SERVICES MANAGEMENT SYSTEM
COLUMBUS CITY SCHOOL DISTRICT
TRAINING MATERIALS REQUEST FORM

NAME ______________________________ ROLE ______________

SCHOOL ______________________________ DATE ______________

Training or Materials Requested ______________________________

____

____

When do you anticipate using the training or materials?

1st Choice - Time ______________ Date ______________

2nd Choice - Time ______________ Date ______________

Who will attend the Training or use the Materials? ______________

____

____

____

____

What training needs prompted you to request the Training or Materials?

____

____

____

____

Please fill out this request and return to the Area Coordinator serving your School or to the Volunteer Services Office, 270 E. State Street, Columbus, 43215.

SAMPLE

VOLUNTEER SERVICES SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT

TRAINING NEEDS ASSESSMENT FORM

TEACHER'S NAME ______________________ SCHOOL ____________________

VOLUNTEER(S) NAME ____

____

After consulting with your volunteer(s), please check the types of training you feel would better prepare your volunteer(s) to perform the classroom duties. (If there are others you feel would be helpful, please add them in the space provided.)

Volunteer Training Courses provided by Volunteer Services Office:

1) Educational

   Philosophy _____________

   Knowledge ______________

   Child Development ______

2) Human Relations ____________

3) Group Dynamics _____________

4) Special Skills

Clerical

Office	Classroom
Typing _______________	Grading ________________
Filing _______________	Recording ______________
Duplicating __________	Filing _________________
	Duplicating ____________

Other

Artistic _____________	Craft __________________
Games ________________	Displays _______________
Audio Visual _________	First Aid ______________
Story Telling ________	Public Speaking ________

5) Please add others you feel would be helpful:

____

____

____

SAMPLE

VOLUNTEER SERVICES SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT

TRAINING/MATERIALS APPRAISAL FORM

NAME ______________________________ ROLE ____________________

SCHOOL ____________________________ DATE ____________________

Name of Training Presentation or Materials ____________________

____

Name of Trainer ____

Consider each of the following items as they relate to the training presented or materials utilized. (Circle the appropriate answer)

1) Agree Strongly 2) Agree Somewhat
3) Disagree Strongly 4) Disagree Somewhat

The subject matter presented in training or materials was complete	1	2	3	4
The training or materials were appropriate and meaningful	1	2	3	4
The training or materials were useful to me in my activities	1	2	3	4
The training or materials achieved the purpose toward which they were directed	1	2	3	4
I thought the training or materials were worthwhile	1	2	3	4
I learned something new from the training or materials	1	2	3	4
I recommend that the training or materials be continued for the benefit of others	1	2	3	4

Please add any additional comments concerning the training received or the materials used.

SAMPLE

BASIC TRAINING FOR LIBRARY VOLUNTEERS

9:00 a.m. Registration (coffee and conversation)
Recruitment Chairman

9:30 a.m. Background and Purpose of the School Library Volunteer Program
Chairman of Library Volunteers
Coordinator, Volunteer Services
Training Objectives
Training Chairman
Voices of Experience
New volunteer last September
Three-year veteran volunteer
Getting to Know the Students
Guidance Counselor

11:00 a.m. Ten Minute Break
Getting to Know the Field Librarians
Elementary Librarian
Getting to Know the Volunteer Coordinators
Library Program Chairman
Getting to Know the Books
Library Volunteer
Questions
12:00 noon Adjourn

IN-THE-SCHOOL LIBRARY TRAINING FOR VOLUNTEERS
(where YOU will be working)

THE FOLLOWING DAY

People:	-coordinator and other volunteers, field librarian, library aide, principal
Books:	-types, locations, arrangement
Magazines:	-which ones, where, use
Equipment:	-card catalog, audio visual materials, flannelgraphs, puppets, library skills materials
Schedule:	-classes, individual students
Communication:	-channels, bulletin board, yellow tablet, intercom
Miscellaneous:	-substitutes, parking, fire drills, overdue books, decorations
Practice:	-shelving books, using card catalog, browsing

Check out books

SAMPLE

TRAINING FOR VOLUNTEER TUTORS

October 12 - Background of Program
- Overview of Training Program
- Guidelines for Tutors
- Panel "The Tutor in the School"

October 14 - What Do We Do When We Read?
- Manuscript Writing

October 19 - Using Children's Experiences and Interests in Reading
- Sharing Books that Extend Experience

October 21 - Helping Students With Words They Don't Know
- Developing Word Meaning

October 26 - Developing Understanding of What Is Read: Demonstration
- Books Worth Reading

October 28 - Noting Pupil Progress
- Extending the Tutoring Effort

SAMPLE

SCHOOL VOLUNTEERS

TRAINING SESSIONS

(READING TUTORIAL)

SESSION ONE

I. Overview of the Volunteer Program

- A. Basic philosophy of the Volunteer Program
  - 1. Purpose of the program
  - 2. Role of the Volunteer
  - 3. Attitude of the Volunteer
- B. Administrative Procedures
  - 1. Assignment of Volunteer
  - 2. Hours Volunteer will work
  - 3. School schedules and regulations
  - 4. Location and availability of curriculum materials
  - 5. Record keeping by the Volunteer
  - 6. Relationship with Volunteer Chairman
  - 7. Relationship with School Personnel
- C. Curriculum Areas
  - 1. Language Arts
  - 2. Mathematics

PRESENTED BY STAFF
OF
VOLUNTEER SERVICES

FILM MAY ALSO BE SHOWN

II. Basic Principles of the Language Arts Program

- A. Objectives of the Language Arts Program
- B. Sequence of Language Development
  - 1. Listening
  - 2. Speaking
  - 3. Reading
  - 4. Writing
- C. Nature of the Reader
- D. Reason for Reading Difficulties
- E. An Adventure in First Grade Reading

SESSION TWO

I. SUGGESTED APPROACHES TO READING FOR VOLUNTEER'S USE

A. Working with Reading Material in Books

1. Discuss areas to be covered

a. Readiness

b. Guided silent reading with comprehension check

(Explain varied types of questions which may be used to check comprehension)

(1) Factual -answer is directly stated

(2) Inferential -answer is implied or inferred? can child put facts together and come up with a conclusion?

(3) Vocabulary

(4) Experiental

c. Re-reading -silent and/or oral (with a purpose)

d. Skill development and practice (games, puzzles, workbooks, etc.) -show child how to do something he doesn't know how to do (practice of skill through an enjoyable method)

e. Enrichment activities - follow-up

(1) Added ideas and information about the topic

(2) Literature -classic and contemporary

2. Workshop (Use workshop material in kit)

a. Use reading selections for discussion and illustration of varied type questions

b. Have Volunteers practice working with reading materials

B. Using Children's Language as Reading Material (Language Experience Approach)

1. Discuss a picture, object, film, book, TV program, etc.

2. Record student's ideas about the experience in one of the following ways:

    - a. List
    - b. Sentence
    - c. Paragraph
    - d. Outline

  3. Use recorded ideas for reading

     Examples:

     - a. Have child read the selection line by line. If necessary, read each line to the child first; then let child read it after you. Proceed until the selection is finished.
     - b. Ask questions about the selection
     - c. Make flash cards of the words in the selection
     - d. Use the flash cards for games and activities

II. CURRENT APPROACHES TO THE TEACHING OF READING

(Optional. This material may be discussed if questions are asked. Give a brief description of each method illustrating the distinguishing characteristics. Transparencies illustrating them are available.)

- A. Linguistics
- B. Programmed Reading
- C. I. T. A. (Initial Teaching Alphabet)
- D. Words in Color

SESSION THREE Meeting the Student: Continued Reading Help

I. Reading Help in Skills Areas

A. Alphabet Study - activities for learning and strengthening knowledge of letters of the alphabet

B. Signt Vocabulary - activities for stimulating and reenforcing learning of basic sight words

C. Word Recognition - activities and games to strengthen ability in

1. Use of picture clues

one word label
balloon

phrase label
a red balloon

2. Use of context clues

John went fishing in the ____________________.

(Let volunteers suggest appropriate words.)

Show how phonics would help children decide which word is correct.

3. Use of Context and Phonics

John went fishing in the s __________.

John went fishing in the s _________m.

John went fishing in the str _______m.

4. Phonics - (Use phonics booklet and phonetic analysis skill sheet in Kit)

Illustrate how to teach sound using concrete objects, pictures and follow-up activities, including games and/or puzzles

5. Structural analysis - (Refer to items on structural analysis skills sheet) Illustrate

D. Comprehension skills - refer briefly to sheet on comprehension in kit

E. Study skills

Discuss important activities to strengthen basic skills needed

F. Appreciation skills

II. Getting Acquainted with Pupil

A. Introduction

B. Determining interests and talents

C. Determining skills and abilities (use Interest Inventory)

1. Alphabet Check
2. Dolch Basic Sight Vocabulary List
3. Phonics Inventory
4. Oral Reading Check - make note of difficulties

III. Demonstration with child (if possible)

SESSION FOUR IN-SERVICE

(to be held about four to six weeks after volunteer has begun working with children)

I. Sharing Experiences of Volunteer Service

   A. Experiences with pupils

   B. Experiences with staff

II. Question and Answer Period

   A. Discussion of pupil's specific needs

   B. Presentation of suggested techniques for meeting individual needs

III. Presentation of Informal Materials for Volunteers' Use

   A. Discussion

   B. Examination of materials by volunteers

      1. Games and puzzles

      2. Books

      3. Magazines, etc.

SAMPLE OUTLINES OF SKILLS TRAINING COURSES

Clerical Skills

Purpose

To prepare volunteers to perform clerical tasks needed to assist school personnel.

Goal

To identify specific tasks that could be performed by volunteers and to then develop a set of simple and concise instructions for completing these tasks.

Objectives

- To review the range of clerical jobs required of school personnel, stressing that the teacher freed from many clerical duties has more time to devote to teaching children.
- To teach volunteers who possess clerical skills and interests specific tasks which they can perform to assist school personnel (i.e., forms volunteers could type, format for materials volunteers could type).
- To instruct volunteers in the use of office machines (mimeograph, ditto, overhead projector, etc.).
- To provide practice reinforcement for newly learned skills.

Materials to Include in Session

- Discussion of teacher/administrator clerical duties.
- Discussion of clerical jobs volunteers can do.
- General explanation of standard forms (format) - perhaps the overhead projector would work well in this presentation.
    - General explanation of filing technique.
    - General explanation of grading technique.
    - General explanation of recording technique.
    - Appropriate worksheets for practice session.
    - Office machines provided for practice sessions.

Audio Visual

Purpose
To identify the classroom needs and uses for audio-visual equipment.

Goal
To prepare volunteers to operate audio-visual equipment for use in classroom projects.

Objectives
- To discuss situations in which a volunteer could assist by operating audio-visual equipment.
- To explain the uses for various pieces of equipment.
- To instruct volunteers in the use and care of specific kinds of audio-visual equipment.
- To provide practice reinforcement for newly learned skills.

Materials to Include in Session
(to be developed by trainer)

Artistic Contributions (Elementary)

Purpose
To establish the basic philosophy of elementary art and to identify classroom needs for art assistance.

Goal
To familiarize volunteers with art materials available to elementary children and to demonstrate the uses of these materials.

Objectives
- To help volunteers to be comfortable working with elementary art projects.
- To share several examples of stimulating art projects with which volunteers could assist.
- To provide practice for reinforcement of newly learned skills.

Materials to Include in Session
(to be developed by trainer)

SAMPLE

COLUMBUS PUBLIC SCHOOLS

School Volunteer Corps
to: *all* school volunteers
from: frances white

MAY WE HELP ENRICH YOUR VOLUNTEER EXPERIENCE?

Dr. William Staats, Assistant to the Superintendent in charge of Staff Development/Human Relations, has invited all school volunteers to participate in two special training modules developed in cooperation with the Battelle Memorial Institute.

THE MODULES OFFERED ARE

SELF CONCEPT

Understanding and knowing oneself is a prerequisite to working with people and sharing with children. This module provides a format for reflecting on one's own self concept in relation to the role of the volunteer.

HUMANISTIC SCHOOL SYSTEM

This program provides participants with the basic characteristics of a humanistic school system and how volunteers can contribute to the learning experience of the whole child.

To complete one module requires attendance at two sessions. Each session will be three hours long. If you are interested in signing up for one or both of these training sessions, please fill in the form below and return IMMEDIATELY to the Volunteer Services Office. The training modules will be offered in March. If you elect to attend these sessions, we will contact you concerning the exact time, place and assignment.

****

Please detach this form and return to:
Volunteer Services
Columbus Public Schools
270 East State Street 43215

I AM___ AM NOT___ INTERESTED IN RECEIVING THE HUMAN RELATIONS TRAINING

I AM INTERESTED IN BEING ASSIGNED TO: THE HUMANISTIC SCHOOL SYSTEM MODULE______

THE SELF CONCEPT MODULE______

I PREFER TAKING THE TRAINING IN THE MORNING___ AFTERNOON___ EVENING___

I PREFER TAKING THE TRAINING ON MON___ TUES___ WED___ THURS___ FRI___ SAT___

NAME______________________________ ADDRESS_________________________ ZIP__________

TELEPHONE__________

****

APPENDIX G

SAMPLE EDUCATIONAL MATERIALS

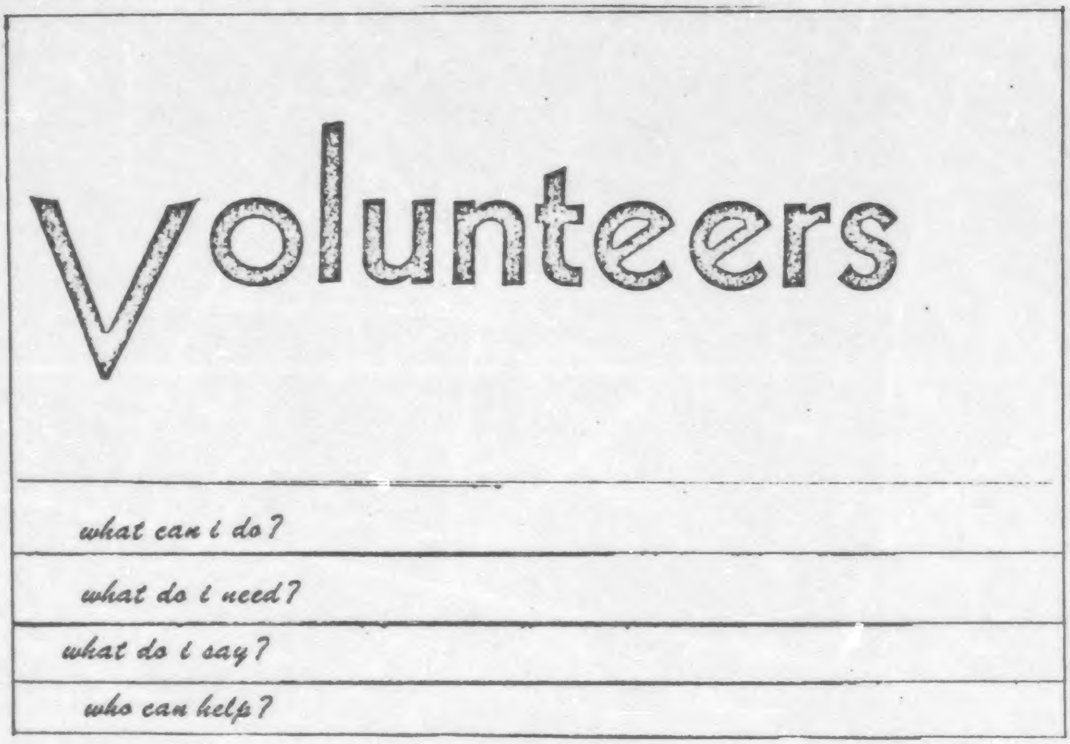
Table of Contents

Volunteer Handbook.. G1
Teacher Handbook.. G8
Principal Handbook.. G15
Interviewers Handbook..................................... G22
School Directory for Volunteers........................... G28

SAMPLE

HANDBOOKS

Personal Handbooks for volunteers have been printed on heavy 8 1/2 x 11" colored paper. These Handbooks have been off-center folded to create a tab indexing of materials included. Following are examples of Handbook materials:



Volunteers

what can i do?

what do i need?

what do i say?

who can help?

WHAT DO VOLUNTEERS DO?

Volunteers provide many valuable services to the schools. Exactly what they do, depends on the school in which [illegible]y serve and their particular volunteer assignment. For example, volunteer activities may be totally child centered in schools which have paid teacher aides providing classroom assistance. In schools without aides, volunteer activities may involve both instructional work with students and classroom assistance in supervision and preparation. In all cases, however, activities are directed by the teacher or supervisor in charge.

VOLUNTEERS HELP WITH INSTRUCTION

—They help individual students or small groups of students with their school work.

—They share experiences or special knowledge with students

—They assist with special program or club activities.

(fold line)

VOLUNTEER PROVIDE ADDITIONAL SUPERVISION IN AND OUT OF THE CLASSROOM

—They help with playground and lunchroom supervision.

—They help young children with coats and overshoes.

—They help supervise bus boarding and field trips.

VOLUNTEERS PROVIDE SPECIAL SERVICES

—They help students with career guidance, educational motivation or personal awareness.

—They assist the school nurse.

—They help in the school library.

VOLUNTEERS PROVIDE CLASSROOM ASSISTANCE

—They help to supervise seat work.

—They help to prepare instructional materials needed by the teacher.

—They help teachers keep records.

—They help with special classroom programs and activities.

what can i do?

why volunteers?

- to relieve the professional staff of non-teaching duties.
- to provide needed extra help for individual children.
- to enrich the experiences of children by using community resources.
- to build better understanding of school problems among members of the community.
- to stimulate widespread community support for education.

any prerequisites?

Just a desire to help and a tuberculosis clearance. Volunteers are required to have either an x-ray examination or intradermal test and be found free of active tuberculosis at least once each year.

(fold line)

what is it like to be a volunteer?

Electing to become a school volunteer is an important commitment—a commitment you have undertaken because you are interested in your community and in the education of young people and because you realize that class rooms are composed of individual kids who often need the extra help and caring that can only come from personal attention. In short, you have seen a need in our schools and have decided to offer your time and talents to help Columbus children learn and grow.

what do i need?

You are now part of a larger picture. The body of school volunteers stretches beyond the boundaries of the Columbus Public Schools—you are part of a national organization. You will belong to a school and be a valuable member of the educational team of administrators, teachers, volunteers and students working together. The volunteer can never replace the teacher but the support the volunteer offers through the direction and supervision of certified personnel can add depth and dimension to learning activities.

Productive, satisfying school volunteer experience depends primarily upon several very basic ABC's of volunteering.

ATTITUDE —

Be sincere, friendly, open—be yourself. Bring your talents and your caring to school to share. Take advantage of training offered so that as you are serving as a volunteer, you can learn and grow. Welcome supervision and accept the rules of the schools in which you serve—our goal is to assist where we are needed not to reorganize the total educational system.

— — — — — — — — — — (fold line) — — — — — — —

BELONGING —

You will belong to the school is which you serve and to the children that you come to know. As a part of the school educational team, you will learn much about the school, teachers and students. Keep confidential information that should be kept confidential.

COMMUNICATION —

In your school volunteer work, deal with others as individuals. Remember that you are a vital link between the community and the school. Act as a supporter and interpreter of the school volunteer program in your community.

DEPENDABILITY —

Although the job is voluntary, the commitment is professional. Responsibility is essential. If you cannot be at the school during your scheduled time, it is your duty to notify the proper person.

how do i relate to children?

- Be a friend. The essence of friendship is the practice of truthfulness.
- Don't expect students to show appreciation for your effort before you have become a friend.
- Admit your mistakes. It provides a chance for students to become your teachers or an opportunity for all of you to learn together, both of which are important academically and personally.
- Sense the pace of the person you're working with. Allow thinking time.
- Show respect. Recognize feelings. Understand and accept the students in terms of their own backgrounds, values, manners, vocabulary, and aspirations. They may be different.
- Leave the technical job of teaching to the teacher.
- Students who want attention, deserve it. Watch for ways to give positive attention.

— — — — — — — (fold line) — — — — — — — —

what are some "tips" for successful volunteering?

1. Tell the student something about yourself and your family. Share experiences that may interest him.
2. Call the student by name at each opportunity.
3. Listen attentively to the student.
4. Start where the student is successful in the subject matter and proceed slowly into what he needs to learn.
5. Praise the student for even the smallest success.
6. Observe the total student and carefully watch his responses as you work.
7. Emphasize the importance of following directions.
8. A major goal is working with a student is to cause him to focus attention on the task at hand.
9. Remember that each session is also a language experience with speaking, listening, reading, and writing.
10. The volunteer should leave the technical job of teaching to the teacher. The value of the volunteer is to provide a positive relationship with the child, to give individualized assistance and to enrich the student's experiences.
    - a. A volunteer can improve *human relationships*. The student may need an accepting relationship.
    - b. A volunteer can bring new experiences for a student to share. You can enrich the experiences of the student by building on his interests and developing new and creative approaches to expand his horizons

what do i say?

IF YOU CAN'T COME TO WORK . . . . . .

It's possible you may have conflicting schedules from time to time, or have sickness in your family.

Please call the school office and leave a message for the teacher as early as possible.

IF YOU ARE UNHAPPY . . . .

A volunteer should have fun and find rewards in the work he or she is doing. If you're not, talk things over with someone or your school team right way.

IF YOU HAVE QUESTIONS . . .

The Volunteer Services Office suggests 3 places to get more information regularly:

- Meetings of volunteers and coordinators at each school . . . or from your teacher.
- Periodic classes or workshops on specific topics such as reading, behavior modification, using audio visual equipment, one-to-one tutoring.
- The monthly volunteer newsletter.

Please feel free to call the Volunteer Services Office or ask your school team for any help we can give in between times.

- - - - - - - - - - -(fold line)- - - - - - - - -

My Volunteer Assignment

Starting Date:____________________

Day/Days:____________________

Time:____________________

Room No.:____________________

Teacher or Supervisor:____________________

Grade Level:____________________

Duties:____________________

who can help?

(Back Cover)

RECOGNIZING the VALUE of EACH CHILD
as a
UNIQUE and INDIVIDUAL HUMAN BEING
I RESOLVE
To GUIDE without FORCING,
TEACH without BELITTLING,
ENCOURAGE without PUSHING;
To ACCEPT without JUDGING,
SUPPORT without SMOTHERING,
LOVE without SETTING CONDITIONS;
To free each child to be the self
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Volunteers

volunteer services management system project
columbus city school district
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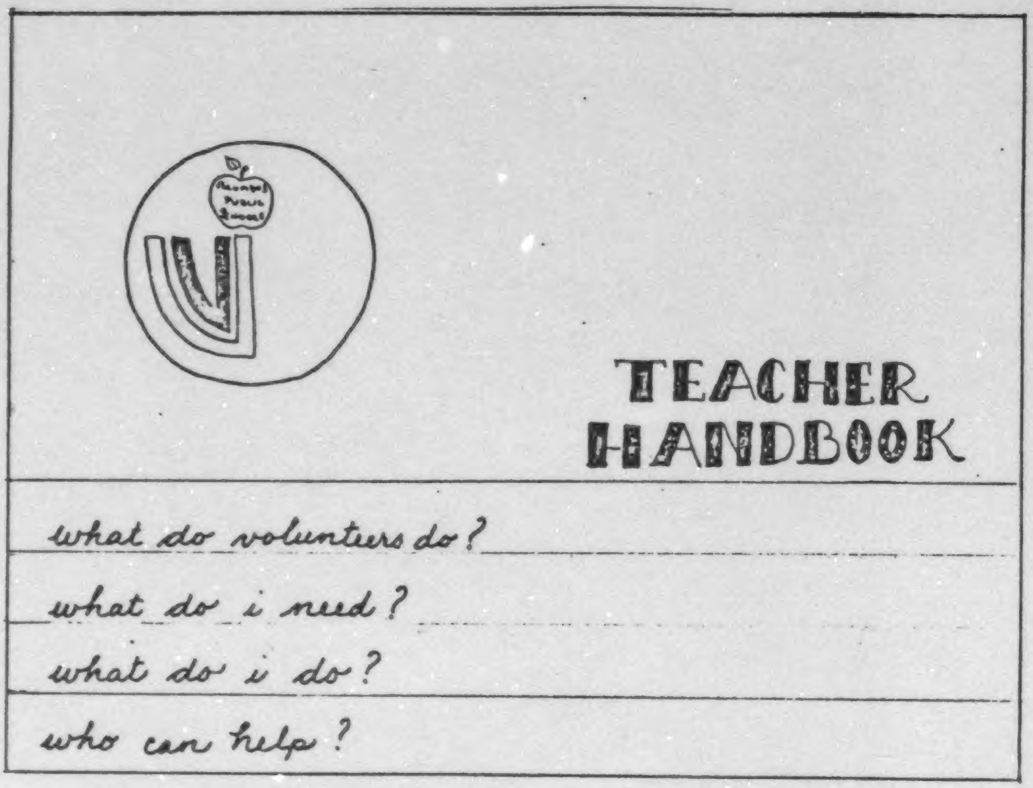

TEACHER HANDBOOK

what do volunteers do?

what do i need?

what do i do?

who can help?

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(fold line)

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- They help teachers keep records.
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why volunteers?

-to provide needed extra help for individual children

-to assist the professional staff with non-teaching duties

-to enrich the experiences of children by using community resources

-to build better understanding of school problems among members of the community.

-to stimulate widespread community support for education.

how do I say thank you?

Praise and other forms of recognition are part of the volunteer's "pay". Be lavish!

Gifts of time and service may also be repaid through the volunteer's own sense of achievement. Make sure he or she succeeds.

Discover and use your volunteer's particular talents.

- - - - - - - - (fold line) - - - - - - - -

what are my resbonsibilities ?

Electing to use the services of a school volunteer is an exciting decision - a commitment you have undertaken because you are interested in providing the children in your classroom with personalized and enriched school experiences. In requesting a volunteer, you are inviting another person to become a part of your effort to help children learn.

To realize the maximum results from using volunteer assistance, however, requires your involvement and an investment of your time. You will want to provide meaningful classroom training for your volunteer. You will need to participate in some staff orientation and training to learn to most effectively use the services of a volunteer. You will want to plan some time for familiarizing your volunteer with the facilities in your building and for introducing your volunteer to other teachers who work in rooms near yours.

It is also important for you to recognize the efforts of your volunteer and for you to participate in evaluation activities directed toward constantly upgrading the volunteer services you receive.

what do I need ?

how can I plan volunteer tasks?

To most effectively use the volunteer's time, there must be planning between the teacher and volunteer. This need not be a lengthy planning session. After the volunteer becomes familiar with the techniques used to teach skills, the teacher need only to identify areas or skills the volunteer should stress in working with the students.

Perhaps a folder could be kept on each child or group working with a volunteer. A work sheet could be used in directing the volunteer's work with students so that she can be aware of the needs of the child and the methods used to meet these needs.

Name of Group ______________________________ Date __________________

Teacher ___________________________________ Time __________________

Skill Needing Work:

- - - - - - - - - - (fold line) - - - - - - - - -

Suggested Materials and Techniques:

Techniques and Materials Used:

Remarks: (Volunteer Observations)

1. - A time to talk with the volunteer is important. Explaining to the volunteer the activities you have planned along with the procedures and materials you will use help your assistant to understand her role in what is occurring in the classroom.

2. - In addition to making the volunteer part of your pre-planning, your guidance and supervision of the volunteer as she carries out her duties can provide valuable direction which will enable the volunteer to grow and improve in her service. If you and your volunteer are both acquainted with the materials and training services available through the VSO, you can guide and encourage your volunteer to seek the knowledge that will help her.

- - - - - - - - - - (fold line) - - - - - - - - - -

3. - Introduce your volunteer to the class and help your students learn to work with the volunteer. Explain to them that volunteers are people who are coming to the classroom to help them.

4. - Your volunteer wants the chance to work with you and become a part of your classroom. The knowledge that you appreciate the help she offers is all the reward the volunteer needs.

Remember →

A simple "thank you" when the volunteer is finished for the day or an explanation of the progress that students have made can mean the difference between a happy volunteer and one who may lose interest.

School volunteers can help to make a difference to many people: the individual child, his family, the teacher, and the community. The benefits are endless -- the success of your personal volunteer experience is as limitless as the human energy and creativity that controls it.

"it adds up!"

What do I do?

IF SPECIAL ARRANGEMENTS ARE NECESSARY..

If you are not going to need your volunteer at her regular time, tell her or the coordinator as soon as possible so other plans can be made.

IF YOU ARE UNHAPPY......................

Using the services of a volunteer should be rewarding. It should be a fun, happy experience. If something is not quite right, talk things over with someone on your school team right away.

IF YOU HAVE QUESTIONS.........

The Volunteer Services Office suggests three places to get more information regularly:

-Meetings of teachers and coordinators at each school...or from your volunteer.
-Periodic classes or workshops on a specific topic such as reading, behavior modification, using audio visual equipment or one-to-one tutoring.
-The monthly volunteer newsletter.

Feel free to call the Volunteer Services Office or ask your school team for any help we can give in between times.

- - - - - - - - - - fold line - - - - - - - - - -

Some Possibilities-----

Some teachers have asked for suggestions of what a volunteer might do in the classroom. This may be used as a guide for selecting tasks for your volunteer

TEACHER	VOLUNTEER
1. Correct test papers.	1. Check workbooks.
2. Work with arithmetic group.	2. Drill another on multiplication.
3. Grade papers.	3. File materials in folders for parent-teacher conferences.
4. Work with language group.	4. Work with another group.
5. Work with reading group.	5. Work with others on seat work.
6. Lead children in action songs.	6. Sit on rug and sing with students.
7. Give new arithmetic assignments and demonstrate problems on the board.	7. Help individuals at their seats, answer questions.
8. Give spelling test.	8. Correct paper.
9. Work with readers needing additional help.	9. Give spelling test.
10. Work with another small group.	10. Play word game with another group.
11. Circulate in room helping individuals with fractions.	11. Volunteer does the same.
12. Work with small group in arithmetic.	12. Take top group in back of room for division review.
13. Take group out for Physical Education.	13. Put next assignment on board and correct spelling tests.
14. Take small group for board work.	14. Take large group to library for books.
15. Work with a class on equations.	15. Prepare materials for next class.
16. Prepare for music lessons.	16. Write reading lesson on board.
17. Supervise free reading time.	17. Drill group with flash cards.
18. Work with another reading group.	18. Return math papers and go over them

Who can help ?

(BACK COVER)

RECOGNIZING the VALUE of EACH CHILD

as a

UNIQUE and INDIVIDUAL HUMAN BEING

I RESOLVE

To GUIDE without FORCING,

TEACH without BELITTLING,

ENCOURAGE without PUSHING;
To ACCEPT without JUDGING,

SUPPORT without SMOTHERING,

LOVE without SETTING CONDITIONS;
To free each child to be the self
God created him to be.

Volunteers

volunteer services management system project
columbus city school district
funded by
ohio department of education
title III, esea

SAMPLE

SCHOOL ADMINISTRATOR'S

HANDBOOK

FOREWORD

The use of school volunteers is not a new idea, but the concept of organized, coordinated volunteerism is. The full potential of volunteer services can be achieved only by a carefully planned building volunteer program which meets the needs of administrator's, teachers, and students in the individual school buildings and which organizes and coordinates volunteer activities to respond efficiently to identified needs in that school building.

COMMENDATION OF VOLUNTEERS

WHEREAS, the Columbus Public Schools have found it beneficial over a period of many years to utilize the services of volunteers, especially those provided by members of Parent-Teacher Association; and

WHEREAS, the Volunteer Services Program of the Columbus Public Schools was formally established in 1969 in response to the recommendation of the Junior League and the National Council of Jewish Women that a centralized office be created under the leadership of Mrs. Frances White, of the Department of Human Relations; and

WHEREAS, said Volunteer Services Program has grown steadily in scope and stature under the inspired leadership of Mrs. White; and

WHEREAS, the generosity, understanding, skills, and talents of school volunteers have brought a new dimension to education in the Columbus Public Schools; and

WHEREAS, the unique educational and personal needs of many students can be met only by volunteers; and

WHEREAS, students also benefit from volunteers who perform other vital roles in classrooms and libraries and who provide monitorial, tutorial, and special services within schools; and

WHEREAS, the success of the Volunteer Services Program is dependent upon conscientious school administrators and classroom teachers, without whose supportive attitude and cooperation the program could not exist;

NOW THEREFORE BE IT RESOLVED: That the Columbus Board of Education express its commendation and deep appreciation to school volunteers, to Mrs. Frances White and her Steering Committee, and to school administrators and teachers, all of whom have played essential roles in establishing and maintaining the Volunteer Service Program of the Columbus Public Schools.

BE IT FURTHER RESOLVED: That the sentiments expressed herein be spread upon the minutes of the Columbus Board of Education and communicated to all volunteers, Mrs. White, members of her Steering Committee, school administrators, and teachers in an appropriate manner.

Virginia E. Prentiss W. H. Walker M.D.

Marilyn M. Redden [illegible] Langdon

Marie Castleman David [illegible]

Thomas J. Moyer
President

Q. WHAT SHOULD BE CONSIDERED PRIOR TO PLANNING A VOLUNTEER ASSISTANCE PROGRAM IN YOUR SCHOOL?

A. Before a meaningful volunteer assistance program can be planned for an individual building, three very basic considerations should be addressed:

1. The principal and school staff should establish specific needs for volunteers.
2. The principal and school staff need to make provisions for the creation of a positive school atmosphere for using volunteers.
3. The principal and school staff need to make sure there is a place in the school schedule and school building for efficiently using volunteer assistance.

Q. WHAT ARE SOME BASIC REASONS FOR SEEKING VOLUNTEER ASSISTANCE?

A. In general the purpose for using volunteer services is to fulfill the following:

1. To assist teachers in providing more individualization and enrichment of instruction to their classes.
2. To encourage the development of meaningful and personal adult/student relationships which are not possible in a regular classroom situation.
3. To increase children's motivation for learning.
4. To provide an opportunity for interested community members to participate effectively in the school's programs.
5. To strengthen school-community relations through positive volunteer participation.

Q. WHAT ARE THE QUALIFICATIONS OF A GOOD SCHOOL VOLUNTEER?

A. In general the qualifications of an effective school volunteer are as follows:

A deep dedication to fulfill all the obligations of the position.

Positive attitude, interest, and enthusiasm to work with children.
Ability to work cooperatively with school personnel.
Adequate communication skills.
Good health and moral character.
Flexibility of skills.
Regularity of attendance.

Q. WHAT CAN VOLUNTEERS DO?

A. Volunteers can provide services in the areas of instruction, classroom assistance, special services, and monitoring activities.

Examples of volunteer instructional assistance:

1. Assisting with one-to-one help for individual students.

2. Sharing experiences or expertise in a subject area with students.

3. Reading stories to a class or group of children.

Examples of volunteer classroom assistance:

4. Assisting with classroom chores such as supervising seat work or helping with inventories of books and supplies.

5. Preparing instructional materials requested by staff including setting up classroom materials (science table, etc.) or compiling a picture file for classroom use.

6. Providing clerical assistance requested by the staff including alphabetizing, filing, typing and duplicating materials or keeping records of books students have read.

7. Assisting with classroom enrichment or special events such as assisting with homeroom programs and activities or assisting with bus boarding, field trips, neighborhood walks, etc.

Examples of volunteer special services:

8. Assisting with library operation during the school

day, during the lunch hour or before or after school.

9. Assisting the school nurse in providing the school with a continually supervised health room.

Examples of volunteer monitoring activities:

10. Assisting with playground activities.

11. Assisting with supervision of special projects (helping students with art aprons, mixing paints, etc.)

Examples of areas in which volunteers may not accept responsibility:

1. Taking charge of a teacher's class.

2. Transporting children without prior parental consent.

3. Administering medicine or first aid.

4. Serving food in lunchrooms.

5. Having access to privileged information (ex. Psychological Clinic or Visiting Teacher Reports).

Q. WHAT ARE THE PROCEDURES FOR ESTABLISHING A BUILDING VOLUNTEER PROGRAM?

A. The Volunteer Services Office provides assistance and materials to the individual schools related to

1) an investigation of the need for volunteer assistance,

2) presentation of a plan for a meaningful building volunteer program,

3) the assimilation of school volunteers including models for recruitment, placement, orientation and training,

4) provisions for evaluation, review and revision of the established program.

(Specific building plan materials are available upon request from the Volunteer Services Office.)

Q. WHAT ARE THE RESPONSIBILITIES OF THE PRINCIPAL IN ESTABLISHING A BUILDING VOLUNTEER PROGRAM?

A. It is the principal's responsibility to assess and compile

1) the needs of staff in the school which can be serviced by volunteers,

2) the interest on the part of the staff for instituting an organized volunteer assistance program,

3) the climate of the school neighborhood for instituting a volunteer program.

Additional areas for principal consideration include the following:

1. Decision, after careful assessment, as to whether it appears worthwhile to develop a building volunteer program.

2. Designation of a staff member to fill the role of School Resource Person. (The principal may reserve this role for himself.)

3. Designation of a volunteer to fill the role of school volunteer chairman.

4. Consultation with appropriate representatives of the Volunteer Services Office of the Columbus Public Schools and selected staff and community members to design a volunteer program which meets building needs.

5. Cooperation with the appropriate representatives of the Volunteer Services Office of the Columbus Public Schools and the school staff and volunteers in managing the component parts of a working volunteer program (recruitment, placement, orientation, training and evaluation).

6. Participation in yearly Volunteer Services Office evaluation of volunteer personnel, programs and procedures.

7. Based on school data provided by the Volunteer Services Office, determination of revisions needed for individual school volunteer program.

8. Termination of the participation of a volunteer worker when it is deemed necessary.

Q. IF A SCHOOL VOLUNTEER PROGRAM HAS ALREADY BEEN ESTABLISHED, WHAT STEPS COULD BE TAKEN TO COORDINATE THE EXISTING PROGRAMS WITH THE VOLUNTEER SERVICES EFFORT?

A. THE FIRST STEP HAS ALREADY BEEN TAKEN --- by becoming familiar with the recommendations, procedures and policies presented in this School Administrator's Handbook.

1. Inform the Volunteer Services Office of your program with some specifics.

2. Be certain to register your volunteers with the Volunteer Services Office so that they can be included in system-wide and city-wide activities.

3. Feel free to call on the Volunteer Services Office for any resource which it may provide.

Q. IF I WANT MORE DETAILED INFORMATION CONCERNING THE PLANNING OF A BUILDING VOLUNTEER PROGRAM OR IF I WANT TO BEGIN TO PLAN A VOLUNTEER PROGRAM FOR MY SCHOOL, WHAT SHOULD I DO?

A. The materials presented in this guide are naturally somewhat abbreviated. If you want to examine the entire package for planning and implementing a school volunteer program or if you wish to begin to plan a volunteer program in your school, please contact Mrs. Frances White of the Volunteer Services Office at 225-2664 or Mrs. Linda Helgerson of the Volunteer Management System at 444-2113.

INTERVIEWERS

HANDBOOK

SAMPLE

HANDBOOK FOR INTERVIEWERS OF VOLUNTEERS

The purpose of this handbook is to provide the interviewer with the techniques and skills necessary to conduct a worthwhile personal interview of the potential volunteer.

The objectives for training of interviewers are:

- To convey the importance of the personal interviews and its relationship within the total operation of the Volunteer Services System.

- To convey the importance of the personal interviews and its effect upon the correct placement of volunteers in volunteer programs.

- To provide techniques and information to the interviewers to assure their success in interviewing potential volunteers.

- To develop interview skills through active participation in planned training activities.

- To develop a training session that meets the needs of those being trained.

The interviewing process has two purposes: The interviewer needs to learn as much about the potential volunteer's skills, abilities, interests and background as possible. The interviewee will want to know as much about the volunteer opportunities available as possible.

1) The Interviewer should understand himself:
    - Be aware of his opinions, convictions, preconcepts and attitudes.
    - What makes a good and bad first impression
        - Education, hairdo's, religion, clothing, grammar, colors, social status, aggressiveness, poise, etc.
        - How valid are these impressions in evaluating a person's character.
        - Be honest in judging self. Do not permit preconceived opinions or bias to influence your evaluation of the prospective volunteer.
        - Be able to go beyond first impression.

2) A successful interviewer is:
- -Able to put others at ease.
- -A good listener, sensitive to other individuals.
- -Able to communicate well.
- -Familiar with philosophy and aims of program.
- -Knowledgeable about all available volunteer jobs.
- -Able to interest the potential volunteer in serving.
- -Perceptive about assessing the best contribution the particular volunteer can make.
- -Friendly, flexible, at ease with people.

3) Persons who interview should:
- -Establish real rapport with the volunteer.
- -Secure information about potential volunteer's abilities, interests and character.
- -Give volunteer facts about the aims and functions of the program.
- -Outline specific volunteer job requirements.
- -Promote potential volunteer's desire to give service.
- -Attempt to find an assignment which fills the needs of the program and the volunteer.
- -Be knowledgeable about program, school, personalities volunteer will work with.

4) General Principles for an Interview:
- -Keep objectives of the interview in mind.
- -Know your assignments.
- -Be honest with the applicant.
- -Make your questions work for you.
- -Give volunteer a chance to talk.
- -Weigh and evaluate the facts.
- -Give the volunteer a decision.
- -Be sure to show enthusiasm in your voice.
- -Be friendly and show interest in the person being interviewed.
- -Don't keep applicant waiting.
- -Be certain to take your time. Don't Hurry!

5) Preparations for the Interview:
- -Advance Preparation
  - -Review the application form
    - -There are indicators of the applicant's abilities, experiences, background, responsibilities, time available, etc.

            - Make a list of all additional information needed or that is unclear.
            - Know as much as possible about your applicant before the interview.
        - Make appointments well in advance.
    - Physical Arranagements
        - Provide an adequate setting for the interview that assures privacy and no interruptions.
        - Allow enough time.
        - Comfortable room arrangements.

6) Conducting the Interview:

- The interviewer establishes pleasant associations.
    - Greeting the applicant into office.
        - Greet applicant pleasantly - introduce self and call applicant by name.
    - Put applicant at ease by:
        - Offering a chair
        - Taking coat
        - Offering a cup of coffee
        - Smiling
    - State how happy you are that the applicant is considering volunteer work.
- The interviewer listens and observes.
    - Gestures, postures, spoken words, expressions, inflections, general behavior are all meaningful communications.
- The interviewer controls the conversation.
    - Avoids extended tangents of talking.
    - Avoids disturbing topics and harangues.
    - The interviewer guides the questions for the purposes and information needed for the volunteer program.
    - Check to see that the application is complete.
    - Share with the applicant material about the program.
        - Brochure
        - Verbally
- The interviewer times the interview.
    - Do not hurry through, however, 30 minutes should be long enough.

7) Following the proper techniques:

-Refrain from take-over.
-Smile during interview.
-Listen carefully - do not anticipate what volunteer will say or ask.
-Ask open-ended questions.
-Get applicant to talk freely and fully about things you need to know.
-Be comfortable during pauses - volunteer is thinking.
-Encourage volunteer to ask questions.
-Accentuate the positive.
-Make applicant feel he is needed.
-Be sensitive.
-Describe jobs available.

8) Collecting the necessary data:

-Follow questions in interview schedule carefully.
-List special skills and experiences according to code listing in office.
-Fill out information on work or volunteer experience.
-Determine preferred volunteer service. Use office listing of volunteer services for code.
-List areas of great need at time.

9) Conveying information about volunteer programs:

-Discuss program information.
-Never undersell or oversell job or its requirements.

10) Closing the Interview:

-Be sure you have gotten all needed information.
-Complete interview when you have all the information you need.
-State how happy you are the applicant is interested.
-Tell interviewee to call if there is any problem with the placement.
-Ask volunteer to encourage others who may be interested to call.
-State that the volunteer will be notified as to placement.
-Express gratitude for interest in the program.

TECHNIQUES USED IN TRAINING

1) Getting acquainted

   a) In order to get to know others in the training session, play a getting acquainted game.

      (1) Trainer arranges chairs in a circle
      (2) The trainer asks each trainee to introduce self to the person on his right -- interchanging names and discussing each others role in the school volunteer program
      (3) After a few minutes the trainer interrupts the buzz sessions and asks everyone to introduce the person on his right by one of the following methods

         (a) I am who I am
         I am (name)
         I'd like you to meet my friend
         (name) who (something about person)

         (b) My name is (name)
         I like to (________)
         I am happy to introduce (________)

         (c) Many other techniques can be used, if you have a technique you prefer use it!

2) Lecture

   a) Method
   -Using transparencies
   -Using blackboard
   -Using easel

   b) Listening exercise
   -In pairs
      -Repeat what partner says
      -Paraphrase what partner says
   -Watch role play on situation in an interviewing session
      -react

3) Practice session

   a) Break into groups of three
   -one be interviewee
   -one be interviewer
   -one be listener

   b) Listener react

   c) Change roles until everyone has a chance at each job

4) Question and answer session

SAMPLE

School Directory for Volunteers

This School Directory for Volunteers has been written to aid the school volunteer when starting to locate the school assigned.

This Directory can prove to be a valuable tool.

A WORD OF WELCOME

We are pleased to welcome you as a volunteer in the Columbus Public Schools. You offer an important contribution to the educational program in the classroom. We hope your volunteer experience will be pleasant and rewarding.

Superintendent of Schools

G28

COLUMBUS PUBLIC SCHOOLS
DIRECTORY DATA

1972-73

SECONDARY SCHOOLS

Bus Schedule,Columbus Transit Co. - 228-3831

Adult Day High School

546 Buckingham Street 43215 - 228-0050
Mr. Harold Washburn, principal

Travel I-71, Cleveland Avenue exit, keep right to Fort Hayes military entrance, turn sharp right.

Travel East Broad Street, north on Cleveland Ave. to Buckingham, east to Fort Hayes entrance.

Bus: Cleveland Avenue Bus to Buckingham Street. (5 squares north of Broad Street)

Directions to Elementary Schools
Columbus School District

AG Bell - (school for deaf and hard hearing)
1455 Huy Road, 43224 - 267-3163
Mr. James Card - principal

Travel to 3388 Karl Rd., turn east on Huy to school, or Travel to 3311 Cleveland Ave., turn west on Huy to school.

Bus: Hamilton-Karl Bus to stop nearest 3388 Karl Rd.

Alpine - 1590 Alpine Drive, 43229 - 888-7030
Mrs. Ruth Rankin, principal 8:45-11:45 1:00-3:30

Travel Route 161 to Karl Rd. Travel north on Karl Rd. to Alpine Dr. Alpine Dr. is the first street to cross Karl Rd. north of 161. Turn east on Alpine Dr., continue on Alpine Drive past Faircrest Drive to reach the school.

VI.

OCCASIONAL PAPERS

A) Volunteer Services Management System Project - Overview........ 120
B) How To Face Up To Problems........ 124
C) Why Do Volunteers Drop Out?........ 129
D) Potential Problems Facing A School Volunteer Operation........ 132

TITLE III, E.S.E.A.
VOLUNTEER SERVICES MANAGEMENT SYSTEM
COLUMBUS, OHIO CITY SCHOOL DISTRICT
OVERVIEW

In 1973, the Volunteer Services Office of the Columbus Public Schools was awarded a three-year grant by the Department of Education, State of Ohio, Title III E.S.E.A. Office to design, develop, implement and install a management system to utilize large numbers of trained volunteers to meet student needs as identified by the professional staff.

To provide some basis for judging the significance of this grant, a brief look at the history of volunteers in education is relevant.

The role of the volunteer in education has, even within the past decade, undergone a series of developmental changes:

-Initially, volunteer programs were developed from concerns voiced by citizens of the community. These programs were operated and directed by volunteers, most of whom were women from the suburbs. We remember them most fondly as "Ladies Bountiful."

-Many of these initial programs were so vital and well-accepted by the professional school staff that they grew. Lady Bountiful was becoming a full-time recruiter, trainer and placer of increasingly larger numbers of volunteers in growing numbers of schools. These programs grew and school systems became more amenable to direct citizen involvement in schools; full-time personnel was hired to better deliver the services; and generally speaking, volunteers began to move in increasing numbers from strictly service roles into policy making positions.

-The next developmental stage is now in the process of evolving and, for that reason alone, it is difficult to generalize or validate without the dimension of time in which to reflect. However, new things are happening.

Direct and open school-community relations are a necessity now more than ever before. Costs of providing a totally comprehensive educational curricula are prohibitive. Increasing numbers of community members are very aware that just passively living within the law is not the operable definition of "citizen". Becoming involved, comprehending issues and acting on them are the 70's passwords of citizenship. Most significant, however, is the metamorphosis of the phrase, "The Youth of Today are the Citizens of Tomorrow" to the loaded question of accountability, "Is Education Preparing Our Children?".

Within this new era, volunteers in education have acquired a growing significance. In this new arena, the volunteer is not a "lady" necessarily. She may be a "he", a student, a senior citizen, a neighborhood parent, a business leader or the corner grocer. Within this changeover evolve new needs on the part of volunteers. They want to be "where it's at". They must be involved in meaningful efforts in identifying and solving problems. Coupled with this new involvement exists the realization that the tremendous social problems plaguing educational institutions can only be solved by the personal involvement of citizens willing to assume responsibility and make decisions.

Incorporated within this framework, the premise of the E.S.E.A. Title III Grant was that the Volunteer Services should provide the mechanism whereby citizens desiring to become involved could be linked to schools willing to receive and needing the services available through volunteer assistance. The Volunteer Services Office was then designated to become the meeting ground for the schools and the community to begin to solve those issues and problems hindering the educational preparation of youth.

In order to prepare the Office of Volunteer Services for this role, the primary goal of the Title III Project Staff has been to establish a management or operational system that is meaningful and workable at all levels of volunteer services, that is flexible enough to handle newly assessed needs, that is generalizable enough to operate despite the volunteer program content or school need, that is capable of continuous expansion and that serves the needs of volunteers, or professionals using volunteers and, most important, of the students themselves.

The mission of the Title III staff, then, was to develop generalizable process models for implementing volunteer programs on both city-wide and building levels. To accomplish this we have called on vast numbers of human resources, both in the community and in the schools, and have received not only great expertise but also encouragement. We have tapped the vast reserves of human resources and have compiled input and ideas from people involved in the community and in the schools. We have collected, reviewed and analyzed tremendous amounts of literature from other volunteer school programs and from a significant number of the national, state and local organizations administering programs which utilize volunteers.

We do not pretend that these materials are ours alone. Building on a great wealth of accumulated knowledge and experience, we have organized this into a single manual. Hopefully, this will provide a process model for the coordination of school and community efforts and will result in a more valuable and realistic education for our youth.

HOW TO FACE UP TO PROBLEMS

Problem-Solving: is a process by which individuals or groups define a problem and propose alternative solutions.

Decision-Making: is a process by which individuals or groups select a solution from a number of alternative solutions and determine a course of action.

So you have a problem in your volunteer services program -- it won't go away -- You are losing sleep over it? Let's face up to it!

Problems in volunteer services usually fall into two categories: (1) personality clashes; (2) communication problems.

These problems become compounded by emotions that color the way in which problems are conceived.

Critical Background Factors:

1. When it is desirable for people to accept a decision as "appropriate" before they implement it, these processes (problem-solving and decision-making) should be undertaken by those people affected by the problem and its solution.

2. "Decisions" are made at all levels of the program whether we realize it or not. Decisions, if made at the "top", can be ignored, blocked or poorly implemented at lower levels. These actions are the result of "decisions" either made intentionally or unintentionally at those levels. Thus, the need is to involve all levels in the decision-making process at its inception.

3. Problem-solving is both a rational and an emotional process. Feelings should be expressed and dealt with when they are relevant to the process. Conflict must also be faced and handled creatively if decision-making is to be successful.

4. Problem-solving and decision-making should be undertaken in an orderly, step-by-step fashion. It is important that someone in the group help members to be aware of

the exact stage of the process they are in and encourage the participation of all members in each phase. Certain criteria which must be met by a solution may need to be established at this point.

First Step

1) Identify the problem by putting the facts away from emotions involved.

   a) What is the actual problem?

      (1) Is it a personality clash?

      (2) Is it a communication problem?

   b) Who are the individuals involved in the problem?

      (1) Is it a problem between staff and volunteers?

      (2) Is it a problem between volunteers?

   c) How long has it existed?

   d) Other factors?

Second Step

1) Now that you have identified the problem, let's look at its background:

   a) How did it actually start -- what was the triggering incident?

   b) How has it affected other volunteers?

   c) How has it affected staff?

   d) Could something have been done earlier to prevent the problem?

   e) How have you handled the problem so far?

Third Step

1) Timing is an important factor. The problem should be faced up to, appraised and solved as rapidly as possible.

   a) Should you discuss this problem with other staff or volunteers? In general, it is better to bring as few persons as possible into the discussion of the problem.

   b) Is this problem serious enough to bring to the attention of the staff person in authority? If it is, present an honest statement of the basic facts.

Fourth Step

1) View the options for solving the problem after identifying the problem, looking at the background and considering timing.

   a) Where there is only one person involved, consider the personality of individual and how best to talk with this person about the problem. Try to see how this individual views his or her role in the siutation.

   b) When the talk occurs with the individual, be willing to:

      (1) Tactfully present the problem as factually as possible.

      (2) Ask for his or her side of the problem and listen carefully.

      (3) Try to discuss together with the individual how the problem can be solved (if this is possible).

      (4) Go over alternatives with the individual, such as a different assignment, or return to the same assignment with a new understanding and consideration.

(5) If there is need to give more time for exploration or discussion of the problem (with the administration or staff), set an approximate deadline for a decision with the individual concerned.

(6) If a decision can be reached in meeting with the individual, do it as tactfully as possible.

c) Where more than one individual is involved, depending on the situation, it may help to first meet with each person on an individual basis using some of the above points. After meeting with each individual, it is usually a good idea to bring those concerned together for a general discussion of the problem.

d) Occasionally, the problem will not involve individual personality clashes or communication but may be in an area involving poor facilities or scheduling of volunteer activities, etc.

(1) Carefully consider the problem and alternatives to handling the problem.

(2) Sometimes calling together some or all of the volunteers in a problem and holding a group discussion can be very helpful.

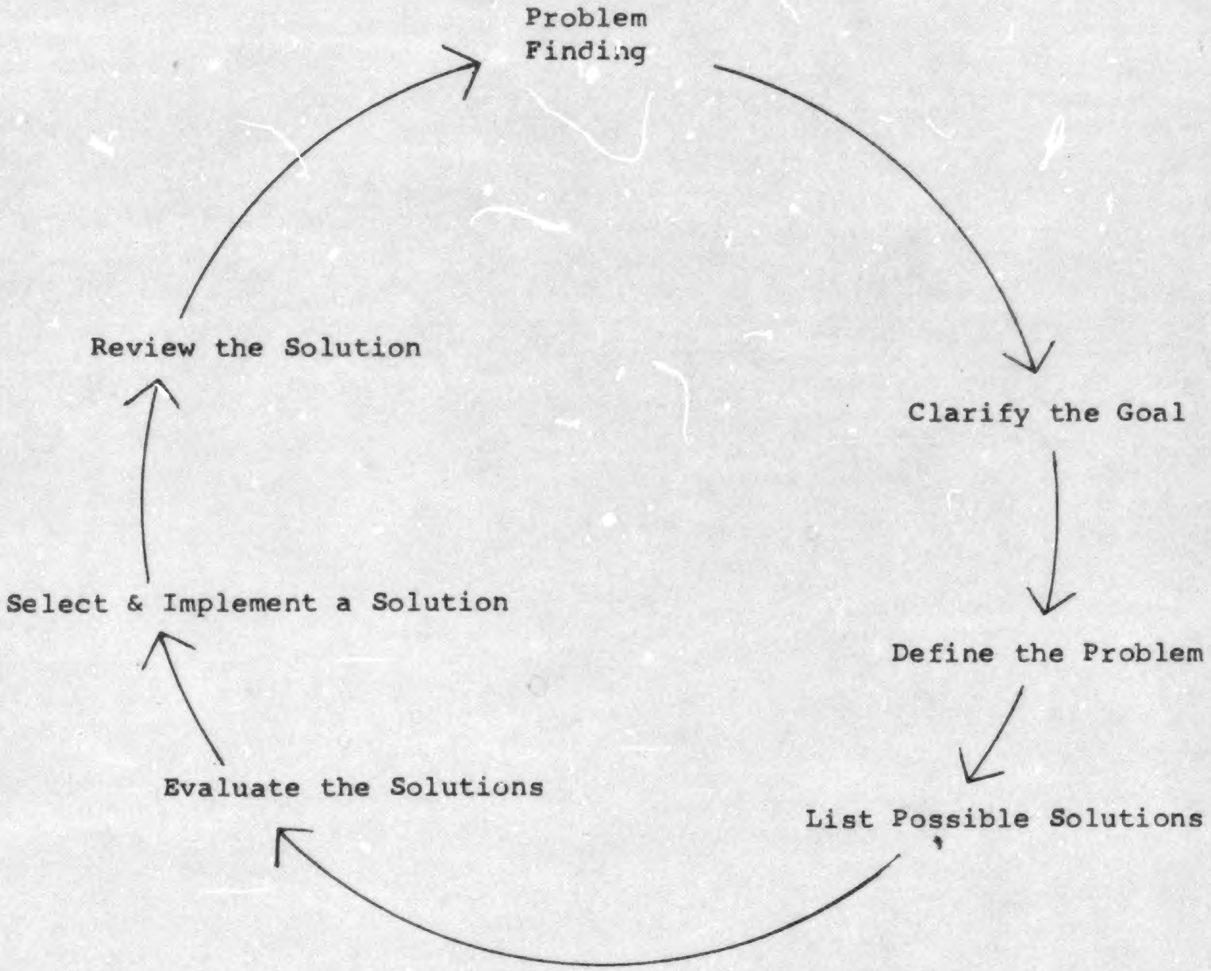
(3) If it is necessary to take the problem to the administration, do your homework well and have a well-prepared, succinct presentation.

(4) Do not be discouraged if the problems of this nature are not solved immediately.

(5) Try new approaches if the problem persists with awareness of the right timing to re-present the problem.

Always keep in mind that the success of your program depends on the ability to face up to the problems. Don't be afraid to do it.

The following Problem-Solving Cycle for Individuals and Groups is adapted from materials by Mark A. Frohman, Ph.D., R. G. Barry Corp.



WHY DO VOLUNTEERS DROP OUT?

Why do so many volunteers drop out? At a VIE regional workshop, presented in 1971 by the Des Moines Area Community College's Project Motivate, participants gave these reasons:

-Poor placement.
-Lack of supervision.
-No guarantee that the volunteer's participation will be effective.
-Long-range potential of volunteers isn't utilized.
-Opportunities for personal growth could be curtailed.
-Time, talent and skills were not utilized in a useful way.
-Job ladders were not encouraged, i.e., a volunteer who has done an excellent job should be given the opportunity of moving up, perhaps becoming a trainer of other volunteers.

Volunteer retention becomes a major concern of all volunteer programs. The Des Moines Area Community College through a workshop sponsored by Project Motivate, compiled a list of reasons as to why volunteers drop out. This list represents the concerns of many people who work with volunteers and the concerns of volunteers themselves.

The Volunteer Services Management System development team has addressed its efforts to these concerns in an effort to minimize the volunteer drop out rate as one means of building a strong, viable volunteer program.

Poor Placement represents a very real problem and a valid reason for a volunteer to choose to not continue his job. The volunteer application form recommended by the management staff encourages the volunteer to select a school or an area in which he wishes to work. Each volunteer applicant will be personally interviewed by a trained interviewer in an effort to determine what the potential volunteer wants to give and to receive from the volunteer experience. From this pre-placement contact, serious attempts will be made to place volunteers according to their skills, talents and expectations.

Lack of Supervision discourages volunteers who need direction to perform their duties. The staffing, volunteer and professional, recommended by the management staff offers adequate supervision from the central office and the school level. Both the teacher and the volunteer are provided with adequate communication channels at the school level. The volunteer can send and receive messages through the building volunteer chairman and the teacher can send and receive through the staff resource person. These communication channels feed into the area coordinator and on up to the Volunteer Services Office. In addition to the communication network, which should encourage positive direction and necessary feedback, increased staff, with adequate job descriptions and proper training, can not only supervise or monitor volunteer activities but can also offer and encourage education and training to improve the level of volunteer supervision.

The third concern which came out of the Des Moines workshop addressed the problem that there is no guarantee that the volunteer's participation will be effective. Volunteers giving service time naturally need to feel that their efforts have benefitted children. The management staff recognizes that it cannot provide a success "guarantee" but careful teacher training and thorough task planning coupled with efficient feedback and evaluation procedures provide data which enables those individuals and groups participating in volunteer management to constantly evaluate the effectiveness of volunteer service and to modify or update tasks and/or procedures when information received makes change advisable.

Volunteers need to feel that their full potential is being utilized in terms of their time, talent and skills and that their long range or growth potential is provided for: opportunities for personnel are essential. The management system developed provides for meaningful volunteer experience in terms of utilizing volunteer potential in the application form it proposes and the interview format it advocates. If volunteer time, talent, skills and aspirations are considered when a volunteer is placed, the volunteer should be placed in a climate which not only allows but also encourages realization of potential. In addition to thoughtful and sensitive placement, extensive thought has been given to providing continuing educational opportunities for volunteers in many areas ranging from human relations and child growth for volunteers in many areas ranging from human relations and child growth and development to planning bulletin board displays and operating audio visual equipment. Every effort will be made to inform volunteer personnel of training opportunities available to them through Columbus community organizations, the Columbus Public Schools or other educational institutions.

A final concern expressed by volunteers indicated an interest in the availability of volunteer job ladders. Many volunteers need to feel that their successes will lead to increased volunteer responsibilities. Many opportunities are available to those volunteers with ability, interest and time. The volunteer building chairman is responsible for helping to coordinate building activities, including recruitment, placement, orientation and training, keeping volunteer service records and facilitating efficient communication between the Volunteer Services Office and the volunteers themselves.

In planning an efficient and viable volunteer services management system which benefits school children and meets the needs of both teachers and volunteers, many concerns have been explored and considered in the development of the proposed system in an attempt to create a plan which works efficiently for all groups participating in the volunteer services operation.

POTENTIAL PROBLEMS FACING A SCHOOL VOLUNTEER OPERATION

Universal problems that have historically plagued school volunteer organizations involve the availability of adequate funds and personnel to operate efficiently. Educational monies have always been limited and consequently it has been impossible for school systems to completely fulfill all legitimate requests for educational services. It has been difficult to get funds allocated for volunteer services classified by some as frills or extras.

Volunteer services departments have generally begun as small operations often manned by strictly volunteer personnel. They have been privately funded or perhaps have operated totally without funds. The number of involved volunteers has increased and the services offered have proven to be valuable educational assets which can be measured in positive terms. Because of increased student achievement, improved community/school relationships and actual dollars and cents service available through using volunteers, administrative support and financial backing have become more available.

It remains, however, a continuing struggle for volunteer services departments to obtain funds and staff to keep ahead of growing service programs and increasing numbers of volunteers.

Although the concept of using volunteers in educational settings has enjoyed widespread acceptance, the attitudes of community members, school personnel and volunteers themselves must be of continual concern to volunteer organizations.

Positive inter-system relationships are vital to volunteer programs. School personnel on all levels need to be aware of the benefits of using volunteers in school settings and must want assistance before planning for a volunteer program begins. Communication with school personnel is also important. Volunteer services must maintain open lines of communication with many different school system departments, with program supervisors, with school principals, with classroom teachers and teacher organizations, with the Board of Education, with the PTA and many others because the success of many volunteer programs or services depends upon these groups.

Volunteer services is not limited to one department or one area. It is involved in some way with almost every facet of the school operation. With so many groups related to the volunteer operation, decisions concerning whom to contact about a new program or idea or whom to serve when numbers of volunteers are limited are often required. Because positive relationships and acceptance are important considerations, these are often difficult decisions to make.

Positive community/school relationships are also vital to volunteer programs. The level of community awareness concerning the school system's educational goals and the problems that affect the success of these goals promotes an understanding of schools and education and encourages the positive involvement of the citizens of the community. The school system needs to realistically appraise the community serviced by the schools. Understanding community attitudes enables school systems to tailor educational plans to the community served and to include in this plan realistic goals for volunteer assistance programs.

The larger picture of community school relationships must be further supplemented by a study of the individual neighborhood school/community relationship. This appraisal is unique to each school and the neighborhood served and should, therefore, be undertaken locally by those people involved.

Although effective communication and careful assessment of attitudes and needs are vital, they alone cannot assure the success of volunteer programs. Meaningful volunteering depends upon volunteers. If a needed service involves activities not readily accepted by volunteers, then the plan simply will not work. Carefully appraising volunteer needs and assessing what kind of activities are acceptable and meaningful to volunteers is imperative.

Relationships and the realistic plans for volunteers which should result from the understanding of these relationships affect the community school acceptance of volunteer assistance programs and in many cases pre-determine their degree of success.

If acceptance is the first hurdle for volunteer services, organization and management of large numbers of volunteers is a second and even higher hurdle. Effective management obviously requires some system for directing volunteer operations. Because employing any management system depends heavily upon volunteer personnel, a system which is simple and informal would seem to be most desirable.

Creating a system which is simple and yet affords the completeness necessary to manage the many volunteers who are busy accomplishing varied tasks in different settings and sitatuions becomes a difficult task at best. Management system developers must be constantly aware of the problem of creating any management plan which however complete becomes so complex and sophisticated that it tends to "scare off" those who would be and are the systems life blood -- the volunteers themselves. The test for any management system form should be "Is it absolutely necessary for retrieving, imparting or recording information?".

Identifying needs for volunteer service involves research. Creating questionnaires which can effectively assess and prioritize those areas in which volunteer assistance would be beneficial requires time and expertise. Mailing and collecting needs assessment questionnaires often involves significant staff time. Analyzing data reporting results and making decisions based on the data involve still more time for volunteer services personnel. This questioning process also requires that busy staff members fill out the appraisal form and this activity again asks for time. In addition to expertise and time, this very necessary needs identifying activity requires the expenditure of some funds for printing and mailing.

Once needs for volunteer assistance have been identified and prioritized, volunteer service programs which effectively address these needs must be created. Program purposes, goals, measurable objectives and prioritized criteria for judging program effectiveness must be adaptable to the many similar yet somewhat varied school situations which will utilize the services offered. Pre-planning also involves establishing definite job descriptions for volunteers and establishing criteria for judging the effectiveness of the program undertaken.

Recruitment problems include finding ways to involve groups or individuals heretofore uninvolved, gearing publicity and recruitment to many and varied neighborhood audiences and combating factors such as the general economy which fluxuates and affects the whole volunteer picture.

Planning the orientation and training of new volunteers requires volunteer services personnel to research and list both site and people resources available and to define thoroughly the orientation and training responsibilities of the school volunteer program, the school staff and the program supervisors. In addition to planning meaningful orientation and training programs, the volunteer services organization needs to encourage volunteers to include these sessions in their busy schedules and to realize that each meeting proposed represents a portion of total time a volunteer has to give.

Providing for effective monitoring and appraisal of volunteer services is essential for keeping track of what is occurring in the field, for providing continual information related to needs, and for modifying and upgrading services offered.

Record keeping forms are necessary but busy teachers and volunteers often have an aversion to them. Accurate volunteer service records depend upon the willingness of staff and volunteers to keep and send in appropriate descriptions of volunteer activity.

Appraising volunteer services often presents a dilemma. On one hand, the need for evaluating effectivenss is apparent but on the other hand, the fear many people have of evaluation and their dislike of filling out forms or questionnaires makes conducting a meaningful appraisal a sensitive assignment.

It is also difficult to come up with a practical plan for polling students; questioning a large enough percentage of students to get meaningful results involves costly and time-consuming procedures and preparing a questionnaire for recording the responses of elementary children is practically impossible.

In general, it seems wise to attempt to evaluate services and not people themselves and to construct questionnaires which are as short, informal and non-threatening as possible.

Plans for recognition and retention are often slighted phases in the total planning and implementation of volunteer services. Both, however, are extremely important to the continued success of volunteer programs established. Planned recognition programs can be rewarding for volunteers but perhaps the most meaningful recognition is the personal thank you of the teacher and the children served. Sincere recognition is important but it depends upon the individual situation and the people involved.

The volunteer services organization can plan system-wide recognition programs and can encourage building recognition but it cannot guarantee the real and sincere personal "thank you" which is so meaningful to volunteers.

Retention of volunteers depends upon a multitude of variables ranging from job satisfaction and feelings of usefulness to changes in family situations or the economy to plain human fickleness. Because the reasons a volunteer drops out are many, personal and varied, they are difficult to measure, record or control. Volunteer services must assume that if the volunteer program is important and needed and the volunteer has been well placed, that the volunteer will wish to continue in the program.

Volunteer service organizations can develop a meaningful system for utilizing the services of volunteers; it can identify needs, pre-plan programs, arrange for the recruitment, placement, orientation and training of volunteers, provide for the monitoring and appraisal of volunteer services and encourage recognition and retention of volunteers. It cannot, however, guarantee the quality of interaction between and among people. This very fact makes volunteer services somewhat difficult to manage or control but at the same time, it is the very essence of volunteering: the human experience of people working with people for a common goal can create dynamic and vital results.